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EDITORIAL



THE Salt Lake meeting of the N. E. A. was the 58th annual convention. It occupied the period of July 4th to 10th. The general and business sessions were held in the Tabernacle.

The attendance was small, especially from East of the Mississippi River.

The programs were, for the most part, timely, and the speakers did credit to the importance of the themes. For the third time in the history of the organization a woman prepared the general programs and presided at the sessions. Mrs. Josephine Corliss Preston has made a record as State Superintendent of Public Instruction in Washington. As President of the N. E. A., she demonstrated her ability to analyze educational situations, to choose topics and speakers in keeping with the advanced spirit of the day, and to preside with credit to herself and honor to the Association.

Four matters stand out as of paramount importance in the papers and discussions:

(1) Teacher shortage and the remedies; (2) Salaries for teachers; (3) More complete participation in the school organization and control by all members of the teaching corps; (4) The adoption of a new set of By-Laws under which the Association is to function in the future. In addition to these, Americanization and Civic training, in all that the terms imply, occupied the attention of the Convention. The Smith-Towner Bill for the federalizing of education came in for consideration.

The problem of teacher shortage was given detailed attention in the meetings of

the National Council of Education, as well as in the general meetings. So, too, was the question of salaries. Emphasis was again given the necessity for preserving a high standard on the part of teacher-training institutions. Need was shown for special emphasis for adequate support of the public school, that proper education might be brought to every boy and girl, rather than direct emphasis upon increased salaries for teachers. In departments and conferences, teacher and administrator stood upon common ground in declaring for a better understanding on the part of the teachers of the problems of Superintendent and administrative officer. The co-operation of the teacher should be sought and accepted, and perfect understanding reached through the medium of Committees and Teachers' Councils.

The new plan of the Council of Education, under leadership of President Seerley, to hold round tables or open forums, was a decided success. There were conferences on important subjects:

Improving Teachers in Service; Collective Organizations; Thrift; School Consolidation; The Elementary Curriculum; Teacher Supply, and so forth. A feature of the general sessions was the National Congress of School Boards, Superintendents and Class-Room Teachers. This was participated in by School Board members, teachers and administrators. The results suggest the need for similar conferences in the future. The National League of Teachers' Associations, the Class-Room Teachers' meetings, the American School Citizenship League, Geography conference, and other sections and departments fully satisfied those who were fortunate enough to attend.

THE long-discussed reorganization of the Association was brought about through the adoption of a modified set of By-Laws. For a number of years a Committee headed by Dr. William B. Owen has been at work upon the problem. Last year the old Committee went out of existence. It was, however, the result of Mr. Owen's work that made the change possible at this time. In brief, the new By-Laws provide:

(1) A representative assembly of delegates, which body transacts all business of the Association.

(2) Affiliation of State Educational Associations with annual dues of \$10 for each delegate, with a maximum of \$100.

(3) Affiliation of Local Educational Associations, with annual dues of \$5. (These affiliated organizations shall receive all publications of the N. E. A. and the latter will aid in every way in promoting the best interests of these Associations.)

(4) Every affiliated State Association is entitled to elect one delegate and one alternate to the representative assembly, for each 100 of its members, or major fraction, who are active members of the N. E. A., up to 500 such active members, and thereafter one delegate and one alternate for each 500, or major fraction, who are active members of the N. E. A.

(5) Each affiliated Local Association is entitled to elect one delegate and one alternate to the representative assembly for each 100 of its members, or major fraction thereof, who are active members of the N. E. A.

(6) Only active members of the N. E. A. are eligible as delegates and to vote in the election of delegates. Members may vote in but one affiliated Association. Each delegate has but one vote in the representative assembly.

(7) The officers of the N. E. A. and the State Superintendent of each state are

ex-officio delegates to the representative assembly.

(8) The representative assembly shall recommend an equitable plan for paying the expenses of delegates to the annual business meeting.

(9) State and local delegates, in annual meeting, shall select one member for each of the following committees: Credentials; Nominations; Resolutions; and Necrology.

LONG have those with the best interests of the N. E. A. at heart worked for such changes in organization as should make the Association of greatest worth to the teachers of the land. That changes were needed does not in any degree negative the statement that the Association has for half a century been the most powerful and potent force for educational advancement in the United States. Its greatest weakness has been the loose form of organization. Owing to the great distances teachers are required to travel and the incident expense, the attendance at an annual meeting from outside a given state or city has been comparatively small. This makes possible the virtual control of a given meeting by the local members. A second, and perhaps greater, weakness is the fact that the comparatively few from any state who attend a meeting at a distant point, do not, and can not, properly represent the entire active membership of such state. Thus the membership fluctuates from year to year, interest flags, and it is with difficulty that the membership is increased.

The representative assembly, or delegate plan, is a decided forward step. Much, however, remains to be done before the Association will function as it should. Every effort should be made to increase the efficiency of the organization, under the present By-Laws. As

rapidly as possible the weaker points should be strengthened. It is to be regretted that greater statesmanship was not shown at Salt Lake City, as conditions were such that any forward-looking program could have been adopted. The present By-Laws should be strengthened in the following points:

(1) Delegates to the National Body should be chosen only from State Educational Associations. Local Associations should find representation through State Associations, and function in the latter body. No definition is given for the term "Local Association."

(2) Ex-officio membership is entirely unnecessary. The President and Secretary of the Association should, of course, serve in their respective capacities in the representative assembly. The first draft of the proposed By-Laws, sent out some days before the meeting, provided for a considerable number of ex-officio members.

(3) Dues for active members should have been increased to \$5.

(4) A plan of regional meetings is needed, whereby a certain group of states may unite in a geographic unit, in the formation of a sectional meeting, on the same plan as the sectional or regional meetings so successfully in operation in a number of our State Associations. This permits of the attendance of large numbers of teachers where now a comparatively few, only, ever attend an annual meeting. The State Association should elect delegates to these regional meetings and these, in turn, elect to the representative assembly.

That a decided forward step has been taken, there can be no doubt. It is a source of satisfaction that under the present plan, tangible results should early be seen. Regret, however, is expressed in many quarters that there was brought into use to secure these ends, methods

which for years have been condemned in our business meetings—employment of which methods on the part of the opponents of progress has repeatedly prevented the adoption of a new set of By-Laws.

As usual, Utah and Salt Lake City showered courtesies on the visitors. The facilities for the meetings, the music and entertainment features, were of the best. The commercial exhibits were of great value.

That the management of the Hotel Utah should have discredited the city and the people through grossly excessive charges, will not soon be forgotten. This attitude was out of harmony with that shown on our last visit, and little in keeping with our treatment by headquarters hotels at annual meetings generally. The N. E. A. is understood to be an asset to any city. Usually special considerations are given. There is always objection to a raise in hotel rates over those prevailing for the transient visitor at the time of the meeting. Many times during the convention our members had opportunity to note how they were discriminated against, when a guest would present himself at the desk, and on being asked if he were a member of the convention, and replying in the negative, would be quoted a rate lower than that required of our members. Such conditions should be rendered impossible. No meeting of the N. E. A. should be scheduled for any city until a satisfactory rate is quoted by the hotel chosen as headquarters. If such rate can not be had, then another hotel should be chosen and a binding contract drawn.

California had an excellent representation at the meeting. A number of special car parties were organized. The state contributed her part to the program, and received her share of the honors. Superintendent Will C. Wood served as our

member of the Nominating Committee. Miss Wilhelmina Van de Goorberg was elected State Director for California. Superintendent Fred M. Hunter, of Oakland, was made President of the Association for the year 1920-1921, and will serve as the first President under the newly-adopted By-Laws.

AT a recent conference Dr. Dawson discussed the findings of a Committee on the Course of Study in History and Civics and outlined what what should constitute such course in the ninth grade. Dr.

MEETING THE PROBLEM

Dawson placed as the chief aim, Economic Cooperation. Junior high school civics should include vocational guidance and community civics. Dr. Dawson believes thoroughly in giving students of ninth grade age opportunity to study at first hand the demands of business, salesmanship, office practice, trade and transportation, commercial relations, agriculture, the various industries and professions, and the like. In this way the students have an opportunity to choose with some degree of rationality the lines of work for which they think they are qualified.

In outlining a suggested course in community civics and in enumerating the desirable lines of study, it becomes apparent that the time limit must be seriously considered. The demands of the departments of history, geography, general science, mathematics, music, physical education, industrial and art work, the languages, are constantly increasing. With restriction on the number of hours per week at the disposal of the student, the question at once arises: How shall we find time to devote ten hours per week to a study of economic cooperation as suggested by Dr. Dawson.

The answer is not easy, but it is clear. New sources of knowledge are constantly

opening. The fundamentals must be retained. In order that the education of the school be not superficial, it is necessary to clear away the underbrush, to boil down, to concentrate and to emphasize the "big things" in education. This means less attention to certain phases of subjects as such; it means cooperative teaching; it means a rational coordination, so as to avoid duplication; it means what has here and there been advocated for years, namely, that teachers of subjects, so-called, should get together and organize their work in such fashion that through articulation and emphasis upon essentials there may be a better foundation laid than at present. As we have so often put it: it is no longer primarily a question as to what is **good** in education; it is a question of what is **best**.

THE most important matter facing the teachers of California and the citizens generally at this time is the proposed Constitutional Amendment to Section 6, Article 9, of the State Constitution. This

CONSTITUTIONAL AMENDMENT

amendment provides for the equalizing of financial support of the schools. It proposes to place responsibility where it properly belongs, namely, upon the state and county, to relieve the school district, and thus to equalize educational opportunity throughout the state.

There will be found elsewhere in this issue an article dealing in detail with this proposed amendment, giving the text of the amendment, together with the present Section 6 of Article 9. This Primer of Education and Finance is intended to give to the people of the state such information as they need regarding the sources of school moneys and their apportionment. The Primer was prepared by a committee of 15, headed by Super-

intendent Mark Keppel, under the direction of the California Teachers' Association.

The initiative petition recently circulated bore more than 55,000 signatures, thus indicating the widespread popular approval of the proposed amendment. It has taken considerable money to bring the proposition thus far along the road to completion, and it will take many thousands of dollars more. A subscription of \$1 from every person who wishes to help is solicited. The argument for the Constitutional Amendment, prepared by State Superintendent Will C. Wood, is also included in this issue. The amendment is designed to safeguard the schools, to guarantee education to the boys and girls of California and keep the doors of every school-room open, by furnishing well-trained teachers. It is necessary that every man and woman in the State of California should work to secure the passage of this Constitutional Amendment at the coming election.

WE have had so many requests for copies of the Constitution and By-Laws of the California Teachers' Association and of the various Sections of the Association, that it has been found necessary to **BY-LAWS** publish these in this issue of the Sierra Educational News.

With these will be found the Articles of Incorporation of the California Teachers' Association, and an article on organization of educational associations, with special reference to State Teachers' Associations. At this time particularly is there need for a careful study of the By-Laws of each Section of our State Association, and especially those of the Central Body, owing to the proposals made in our State looking toward reorganization. We are working under corporate law and it is necessary that every step in any

reorganized plan be, not only one that is needed to make more effective the work of the schools in this state, but we must work in accordance with the established order.

THE past twelve months have witnessed important changes in organization in several Sections of the C. T. A. The Northern Section amended its by-laws so as to provide for a general meeting on alternate years. Each County will hold

PROPOSED REORGANIZATION its own local meeting or Institute on the alternate years. The Central Section adopted a provision permitting adjustment to a modified State Association Constitution, should the State Body determine on a reduction in the number of its members in the Council of Education. Both Northern and Central Sections organized Section Councils. The Central Coast Section reorganized with the counties of Monterey, San Benito, San Luis Obispo and Santa Cruz participating.

Both Bay and Southern Sections had before them reports looking toward modifications in their by-laws. These reports, together with other plans, were laid aside for careful study by our members during the year. The report presented to the Bay Section is printed in this issue. There is reprinted from our May number the report of the Committee on reorganization of the C. T. A.

That we may act in perfect harmony with State law, while strengthening our Association to the utmost, the Council of Education, through resolution, authorized and directed the Executive Secretary to secure competent legal advice in all matters pertaining to the By-Laws and the Articles of Incorporation. We earnestly request any teacher in the State having a suggestion to offer to write at once to this office.

EDUCATION AS A PROCESS

RICHARD G. BOONE

University of California

IN our capacity as instructors we are only incidentally concerned with education as a result. Great scholarship is desirable; we are interested to understand its attaining. We have respect for abundant knowledge—accurate, comprehensive, varied; but our pressing need is to comprehend just how any fraction of it even, is acquired. A refined, chaste, cultivated life is held before us as an ideal; how is it to be reached?

To us the important fact is not growth, then, as something finished, but growing; not refinement; but the successive steps in the process of refining; not broad scholarship, or a delicate skill, or a virtuous life, or an efficient habit, or esthetic tastes, or benevolent impulses, or a public spirit; each of these has its place and influences our doing. Teachers as such are concerned with the several ways of their approach.

Education is a process. It is not revealed by studying cross-sections of one's life. The important fact is neither what he has nor is, today; not where one stands along the path; not the books one has or has not read; that one has traveled or remained at home; that he thinks in three languages or in his vernacular alone. These are incidents along the way, of an occasional life; very helpful, much to be coveted, but still incidents. They represent so many cross-sections of a typical individual life, which tomorrow may change again as today has changed.

THE examination, as usually managed—the traditional examination—has this for its purpose; and is condemned because it seeks to inquire into the state of one's mind at a given stage only in its growth. And whether it ask how much one knows, or what he can do, or the present instincts, or moral character, or religious life; it is equally at fault. The results may be such as to excite your admiration; but the returns do not necessarily have pedagogic value. To give them this quality, the instructor must have related each test or measurement or formal summary or trial of skill, or enumeration of facts or cataloguing of judgments, to many others of the like kind, each with its own sort, revealing the trend of that mind and so

fixing its law. The examination is wrong, or perhaps it were truer to say, useless to the teacher, and to be condemned, to the degree that it centers the attention upon these static results—measuring one line with another—one boy with his companion. It is not only sound theory, but helpful pedagogy, if it fix the comparison back along the line—any line in the same life. That is, education is a process; and can be graphically represented only by a line—an unbroken, but ever-shifting line—a growing, reacting, determining thread of purpose linking the days together, the years into one time, their activities into one whole. Now no comparison, however detailed, of one pupil's attainments with his fellow's will reveal the steps by which either arrived at his right or wrong conclusions or the rate at which they are growing better or worse. Yet this is just the information which you and I need, to add intelligence to our service.

Education is a process, and to know the steps of the process, and how to evoke them is, after scholarship, the primary consideration. It is a maturing, rather than an accumulation. Better still, it is a maturing through accumulation and use. The possession of knowledge and refinement and right motives and a pure purpose is in every way desirable certainly; and may fairly be made the concern of every teacher; but this is said of the teacher as a person interested in his fellow, not as a teacher solicitous to improve him. Education is a process and generic, and covers in its meaning, the approach to vice as well as virtue. If the child be vicious or indolent or indifferent or vulgar, how may he be reformed, and turned about and led toward the better way? Equally if another be virtuous or industrious or thoughtful or pure-minded, how may he be made strong also and aggressive and determining for right, for his fellows? As teachers we are chiefly concerned to know the natural or possible sequence of steps in the way of whatever improvement.

A SECOND fact of which we need to be reminded, whatever our professional equipment, is that this process is a mental one. It has to do with the spiritual life, and especially with those qualities that are called rational.

In this day of shop schools and physical training, we are in no little danger of forgetting that education is not of the hand or the body. I shall not disparage any form of physical culture when I say that neither strength of body, nor grace of carriage, nor attractive presence, nor health, nor ability, nor endurance, can for a moment be considered as an end of training. Here as elsewhere, the essential fact is, the amount and quality of the mental life that goes into the process, and the reaction of the process upon the mental life. Not what one makes through using the saw and plane, but into what they make him, is the problem of the trade schools. You will not misunderstand me: If what I have said be true, the importance of manual training is not lessened but magnified, if it have any real contribution to make to the personal life. A typical question would be, What is forging able to do for the boy? or military tactics? or a course in Greek? or calisthenics? or turning? or laboratory studies? or bench work? The skill—the finger skill—incident to a course in shorthand or piano, or sewing, or cooking, or painting—may be a means of livelihood, and yield one money profit, and entertainment, and put one in demand among his fellows, and make him efficient, and so be greatly commendable. But the educational value of such acquisition may be next to nothing because of the absence of this mental reaction. For this reason certain of the so-called practical subjects are the most unpractical often; surpassed in inefficiency only by word-mongering in the schools.

BUT it was mentioned that education is a rational process also. It is this fact that chiefly differentiates man from the brute. Help on the process of unfolding in dog life, and the best you can do is to produce specific limited effects through specific exercises. The process here is one of training. Just as it is training in a child who is given an arbitrary

pronunciation of a word, somebody's enumerated causes of a war, the master's translation of a Greek sentence, definitions in physics, or rules in mathematics. A student who leaves a Normal School after a course long or short, nursing the thought or hope that he now has a sure device for teaching spelling, or an authoritative list of sequences in number work, or the pedagogy of school management, has had done for him just what has been done for the dog taught to spell his or his master's name. Into the one may go as little intelligence as into the other. To the degree that intelligence does enter as a factor, and either dog or man is able to do more than he was taught because of what he was taught, the process is educative. Much of the work called education is only training. Arbitrary facts in language, conventional forms and formulae, the tools of culture, the ways of society, administrative requirements, etc., are mainly learned through a process of training. Whenever any specific result is sought it may without danger of error, almost, be labelled, "training." If the teaching act involves the sowing of a seed (a matter thought, as Froebel called it) hoping for a manifold increase through the fructifying influence of the mind upon it, the process is educative as the term is used here.

Is not this after all the best service of the teacher? This selection and encitements of the best thought, germinate experiences, mother thoughts that breed and multiply, and initiate new trains of thinking and motive, that, in turn, become active forces in the child's life? It is this quality rather than any great profundity that constitutes the worth of the living literatures—their manifold suggestiveness, their capacity for originating independent lines of interest and aspiration in their reading; this setting the gates of reflection ajar, and opening up new vistas of life and hope.

Members of the Association and subscribers to the Sierra Educational News are earnestly requested to notify this office at once if there has been a change of residence since last June. The postal authorities are permitted to forward first-class mail only. In consequence, the magazine may remain undelivered, if the one to whom addressed has moved. Unless the member or the postmaster notifies this office, our Circulation Manager has no way of knowing the magazine is undelivered. Please do your part, and notify us at once, even though you have not changed address, should the magazine, for any reason, not reach you.

DOLLARS AND THE TEACHER

GUY W. WOLF,

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THE teacher is poorly paid because he has always insisted that his profession be regarded in the light of a public service imposed upon him as a duty to society. The teacher of the old days felt as definitely called to his profession as the minister, and like the minister he refused to lower his calling by allowing the odium of commercialism to attach to it. Consequently, the teacher was left behind when a material civilization went about the task of annexing as many dollars as could be dug out of the ground or turned out of shops and factories.

Long after the rest of the race, broadly speaking, had set the collection of pelf as the *summum bonum* of life, the teacher insisted upon looking at his calling as one far removed from the din and rush of commerce. In time he persuaded his fellowmen to believe that his reward for hard work was found in the joy of working instead of in the things which are of the earth earthy, such as good food, nice clothes, comfortable homes, and a certain amount of pleasure and recreation.

Social Status of Teachers

It was inevitable, therefore, in a civilization whose standard bears the dollar sign emblazoned upon it, that the teacher should finally have found himself losing social caste. He came to be classified into a separate group of society, set apart from his fellows, compelled to herd with his co-professionals, and looked upon as a most excellent member of society who was nevertheless "impossible" in the parlors and at the dinner tables of those whose calling had to do merely with the amassing of money.

And in this lack of social standing we find the germ of dissatisfaction among teachers which finally assumed the form of a demand for money and resulted in their leaving the profession in droves.

American society today is based largely upon the possession of material things, typified by an automobile. These material things do not adhere to a teacher because he cannot afford them. Hence he has found himself more and more out of harmony with society. So long as the banker walked to church on Sunday and attended the annual Chautauqua in his shirt sleeves, economic differences were not so apparent. But with the advent of so

many modern conveniences which only money can buy, with the broadening of man's wants to include things not dreamed of a generation ago, the teacher became acutely conscious of his radical difference from his neighbors.

And he rebelled. He refused longer to be classed as an "outlander" socially. That is the situation today.

The Public Waking Up

For several years philanthropic persons have been agitating for better pay for teachers, but so long as the teacher sat back and waited for some one else to do his agitating, no one paid any attention. The tax-paying public could not be expected to rise to an occasion involving nothing more tangible than a matter of simple justice. Public servants are never able to get anything except by direct action. Witness the condition of postal employes as another striking example. And of preachers.

It is a matter of human mental processes that we cannot accurately gauge the value of personal services. They involve the production of something intangible and incapable of accurate estimation in dollars and cents. An office manager or a mill hand or a street sweeper produces something that can be seen and touched and measured in the universal term, dollars. Hence these producers have a dollars and cents basis for their demands for higher pay.

Show a factory owner or a merchant that an employe turns out so much goods or secures so much business a day and he sees the point at once. Turning out good citizens is not so readily appreciated.

But the teacher took the bit into his teeth and bolted. The public woke up one morning and saw itself faced with the possibility of having to take care of its own children—and the prospect was a distinct shock to its complacency.

That is the reason we see teachers being offered better salaries for next year. The public has not been convinced overnight that in simple justice it should pay these public servants more money. The public doesn't do things in that manner. It doesn't learn new lessons that rapidly. The public is offering more money to teachers because it knows it has to do so or lose its servants. For the same reason Mrs. Public pays her cook a hun-

-dred dollars a month. She doesn't think the cook is really worth that much.

The Way Back

But what is the outlook? The teaching profession has fallen into disrepute. The younger generation has taken its cue from the public and no longer respects the teacher. "That is only teacher," is a saying only too familiar. When this writer left the teaching profession one of his pupils said to him, "I always knew you were cut out for something better than a school teacher!" Bernard Shaw sneered at us several years ago, "Those who can, do; those who can't, teach." In these eight words he summed up accurately the public estimation of the teaching profession and stated the general material standards of our civilization. Teachers do not amass dollars that they can never spend. Hence they are parasites, consuming instead of producing.

And the public is half right. More than half of our teachers are unfit to teach. The call of a material world has drawn the able teachers from the ranks into those pursuits recognized as legitimate, the dollar-producing trades. More than half of our teachers are not worth the small pay they receive. But the remaining portion are worth their weight in gold daily.

The road to better teaching and better teachers lies through better pay. It is foolish to wait until standards are restored before we

increase the pay. Our social standard today is stated in dollars and cents. If the dollars are forthcoming, able men and women will again enter the teaching profession. The calling appeals to that desire for service which is in the heart of most men and women. But it will take a generation, at least, of high salaries, paid in most instances to those who do not earn them and who are not fit to stand before children at any price, before the high standards of the profession are restored.

High salaries will place the teachers on an economic plane equal with their fellows in other professions, and gradually restore them to the social status which they enjoyed in the days when the simple life made all men equal.

And that restored social status will attract to the profession our young men and women with high visions of service, who will see in the school room an opportunity to serve without being degraded. The teacher will gradually work his way out of the servant class and be permitted again to eat at the first table.

It is a long road that we must travel before we shall again have in the United States a group of teachers inspired with the high vision of public service and endowed with the mental and spiritual equipment without which no man or woman should enter the schoolroom.

The foundation-stone of democracy is the public school. Upon the quality of the instruction we give the rising generations depends the future of these United States.

THE CASE OF PHONICS

HILDA M. HOLMES

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IN a phonics textbook it is claimed that "thorough work in phonics lies at the base of all rational teaching of reading." This statement challenges two questions in our minds.

1. Is this so?
2. What is meant by the thorough teaching of phonics?

Great claims are made for phonics. It is "the door to reading," "the key to unlock new words," etc. One wonders how the preceding generations ever overcame the difficulties of learning to read, and yet, looking back on our own experience, most of us do not remember any difficulty. Indeed, many of us learnt at such an early age that we do not remember how we learnt.

Of course everyone does read phonetically, but it is an unconscious, not a conscious, use

of phonics. However, granting for the moment that phonics justifies the claims made for it, let us consider the teaching of it. At once a serious question presents itself. Should phonics be taught as a subject, i. e., should it be pursued as logically as any other subject in the curriculum, or should it be taught relatively to, and subordinate to reading?

If the former policy were pursued the child would be taught the sound of every consonant, of every phonogram, and of every ending, comprising every possible blend of vowels and consonants; and in order that none of these lessons would lack practical application he would also be obliged to read a phonetic reader, a reader written with the sole aim of applying every known phonetic combination. If the second policy were pursued, the course would be very different. The child would then learn the

phonic facts which occurred in his reading, i. e., the common and typical ones.

An analysis of the primer, and books I and II

of the State Series, the Free and Treadwell readers, revealed the following astonishing result:

1	phonic fact is	repeated	43 times, viz.,	ea
1	" " "	29	" "	ou
1	" " "	28	" "	ai
2	" " are	23	" "	oo, ar
1	" " is	21	" "	or
5	" " are	19	" "	ot, y, all, ir, ur
1	" " is	17	" "	ay
4	" " are	14	" "	ow, oa, igh, by
2	" " "	13	" "	oo, ew
1	" " is	12	" "	ry
2	" " are	11	" "	ick, ee
3	" " "	9	" "	ell, ing, and
4	" " "	8	" "	ind, an, un, um
12	" " "	7	" "	old, aw, ty, at, et, ock, ut, ame, are, ake, er, ine
9	" " "	6	" "	ack, en, it, op, eep, age, ose, ent, au
9	" " "	5	" "	ad, itch, ong, uck, eet, ate, ide, ild, ace
16	" " "	4	" "	am, ap, ang, ed, end, eed, een, ave, ike, ice, oy, ast, est, ith, ill, ift.
27	" " "	3	" "	ank, ag, atch, ep, eg, ig, id, in, og, ox, ond, up, ush, eek, eel, ade, one, ole, oi, ask, ess, ilt, oss, dy, ky, ey, able
32	" " "	2	" "	as, ax, em, ink, ish, on, ung, ub, ug, eese, ife, ile, ite, oke, ove, oe, ue, ass, ath, eld, int, ist, ince, iss, oth, off, ust, ull, alk, py, sten, stle
63	" " "	once, viz.,		ash, eck, esh, ev, ex, ix, om, od, ob, ud, ump, us, und, unk, eeze, eem, eer, ale, aef, ase, ape, ere, ese, eve, ise, ipe, ome, obe, ore, ure, use, ou, ance, aft, anch, eft, elt, ence, elp, iff, isk, ost, ost, oft, oll, oll, usk, uth, uff, ittle, apple, adle, iddle, ui, augh, by, fy, my, ny, zy, y, ften, ilk

In the phonics system most extensively used in the State of California there are 396 phonic facts. Of these only 196 occur in the primer and books I and II of the State Series readers. Of these 196, only 74 are repeated at least 4 times.

The only reason for teaching phonics is that it should materially reduce the effort needed to learn every word as a sight word. In that case let us assume that a phonic fact should occur at least four times to make teaching it worth while. Otherwise the word might just as well be taught as a sight word.

Is not the educational world making a new subject to be taught out of what may really be an activity of the unconscious mind? No impression received is ever lost. It is probably registered in the unconscious mind. However, like impressions become associated one with

the other. Thus, as a child acquires a vocabulary the words are classified unconsciously, e. g., can, fan and man are associated. The unconscious mind draws analogies with facility, and having mastered "an" in sufficient "an" words, it will recognize it in fresh words.

Too often, however, the teacher starts at the other extreme. She teaches "an," and expects children in the first grade to analyze, and discover this phonogram in as many different words as possible. This arouses two criticisms:

1. Does not the unconscious mind work in the opposite manner, i. e., by collecting a vocabulary of words and recognizing parts by analogy afterwards?

2. Children in the first grade do not readily see a phonogram hidden in a word. They see things as wholes.

Many teachers claim that they make phonics follow the reading, and that their pupils apply phonics right from the start. In the State Series Primer, however, the only short vowel phonograms used are: ad which occurs in had; an which occurs in an, man, ran, can; am which occurs in am; at which occurs in cat, rat, that, fat, at; ank which occurs in thank; ed which occurs in red; em which occurs in them; en which occurs in hen, then, seven; et which occurs in met, get; it which occurs in it; ig which occurs in big, pig; ick which occurs in stick, chicken; ink which occurs in drink; ing which occurs in sing, swing; om which occurs in from; op which occurs in stop; on which occurs in on; ot which occurs in not, got; og which occurs in dog; ox which occurs in ox; up which occurs in up; un which occurs in run; ut which occurs in but, cut.

It is evident from the above that the claims of those who say that they make phonics follow the reading, and that their children apply phonics right from the start, must be somewhat specious. There is so little to apply.

In view of the above facts it would seem more advisable to teach had, am, thank, red, them, etc., as sight words for immediate use in reading, and to give lists of ad, am, ank, ed, em, etc., words to provide material as a basis or unconscious classification by the child's mind, which he may be expected to use in the future.

There is an occasional child who does seem to apply phonics very early. On investigation, however, one of the following reasons for it will be found:

1. The child may be a natural phonetic reader.
2. He may be of super-normal intelligence with an ease of interaction between his conscious and unconscious mind which enables

him to draw readily on his past experiences, to draw analogies and inferences quickly and to readily make new combinations out of his past experiences.

3. He may already have a sufficiently wide vocabulary which his unconscious mind has classified.

If none of the above are applicable to the case, then the child—

1. Is probably merely recognizing a word he has already had on one of his phonetic lists.
2. The teacher has most likely drawn his attention to the act that such and such a word may be split up. If he does not analyze it readily she has then probably covered the initial consonant that he may more easily recognize the phonetic part. Thus, often unconsciously, she has done most of the work for him, and the child has not of himself applied his phonics—however much she may claim to the contrary.

Is it not better then, not to expect analysis on the part of the child until the second grade? By this time, in the natural course of events he has acquired a large vocabulary, which his mind has unconsciously classified. Then he may be expected to apply it. This is of course not an arbitrary distinction. Some children for the reasons above, may do it earlier. For instance, there is a child in one of our classes aged five and a half who does it already, but his mental age is four years ahead of his physical age, and he can read the words which occur in the seventh grade reader. Of course this is an outstanding exception, but between this child and a poor reader there are infinite shades and degrees of capacity. It only shows what the foundation of a large vocabulary can do as a basis for recognizing familiar parts of words and of reorganizing them in fresh combinations.

Perhaps you have heard this—the story of the engineer who became tired of the boastful talk he heard from his brother engine drivers in the roundhouse. So one day he said, "This morning I went over to see a new machine they've got over at the shop, and it is astonishing what it can do." They were anxious to know about it, naturally, and one asked, "How does it work?"

"Well," was the reply, "by means of a pedal attachment a fulcrumed lever converts a vertical reciprocating motion into a circular movement. The principal part of the machine is a huge disk that revolves in a vertical plane. Power is applied through the axis of the disc and work is done on the periphery and the largest steel roll, by mere impact, may be reduced to any shape."

"Say, what kind of a machine is that?" was asked.

"A grindstone," was the reply.

This little story is an illuminating instance of how a technical description of something that we are all more or less familiar with, may confuse one.—Oakite News Service.

THE CALL TO ARMS IN 1920

Josephine Corliss Preston, President N. E. A.

More Pay For Teachers

"THE Call to Arms" of the American public this year has been "more pay for teachers." From the Atlantic to the Pacific has this imperative cry sounded forth. A partially indifferent public awakened to the fact that immediate steps had to be taken to place the teaching profession upon a more permanent financial and professional basis. The beginning salary of the teacher had to be larger. There needed to be greater and more certain financial rewards for continuous service.

Social Appreciation of Teachers

This same American public had a second "Call to Arms" as it slowly awakened to the fact that there needed to be a creation of more "social appreciation of teachers." Discouraged men and women in education accepted by the thousands positions of greater remuneration in other fields. The American public through its closed school room doors and departments with under-qualified and inexperienced teachers slowly came to realize the service lost by the exodus of many of its qualified and trained teachers into other lines of work.

Course of Study

There has been a "Call to Arms" for a more comprehensive course of study. Some one has said that the public schools, of necessity, must be from 20 to 30 years behind the times with respect to giving proper emphasis to new economic and industrial conditions. As a result of the World War, many new conditions confront us, and if the public schools continue to be the most important factor in our republic they must reflect more clearly and more vitally these large social and industrial conditions.

Compulsory Attendance

There is an insistent "Call to Arms" for better compulsory attendance and enforcement to make the education of the children effective. The State of Utah points the way to the nation in its leadership in compulsory attendance. The education of all the children of all of the people is our nation's great concern today.

School Financing

The financing of American Education is a problem which is engaging the attention of practically all the states of the Union at this time. The problem is how to secure possible sources of increased revenue as education be-

comes more expensive and to distribute state revenue in such a manner as to equalize educational possibilities.

Continuation Schools

There is need for continuation schools for all who have entered the industries so as to continue the education of the mid-adolescent.

Rural Education

The socialization and revitalization of rural life is calling us. "Give us experienced, well qualified teachers for our schools" is the rural call.

Thrift Education

A "Call to Arms" for the saving of four things—time, talent, health and money—rings out.

Adult Illiteracy

The emancipation of the adult illiterates not only calls us but commandeers us. There are more people enslaved in the bonds of illiteracy than were owned by the slave-owners of the South before the emancipation proclamation of Lincoln. The slavery of the negro was physical bondage; the slavery of the adult illiterate is mental bondage.

Higher Standards—Greater Service

The teacher training centers received a "Call to Arms" when the demand for higher salaries brought a demand for higher standards of teaching while at the same time an insistent demand was made for greater preparation for service.

Teacher's Responsibility

There is an insistent "Call to Arms" for the teacher to realize that the purposes of education are to help solve vital social and national problems. Teachers need to make their work of such a character that the public will immediately discern that there is a definite relation between what the children acquire in school and what they accomplish in life.

Americanization

A strong "Call to Arms" for an Americanization program of education is before us. America has often been called the melting-pot of the world; but when we fail to touch the soul of the foreign-born with the American spirit and ideals; when foreign colonies exist in numbers in urban centers; when even rural communities have settlement colonies not touched by the American spirit; then must we realize that the melting-pot ceases to melt.

IMPORTANT EDUCATIONAL CONTRIBUTIONS REPORTED FROM THE N. E. A.

RURAL SCHOOLS

JOHN F. SIMS,

President State Normal School, Stevens Point,
Wis. (See Page 407.)

WE hold allegiance to the doctrine of equality of educational opportunity in this great land. Our government is pledged to its full, circling realization. So far as the rural schools are concerned it does not obtain. We applaud the slogan that every boy and girl in America is entitled, as a sacred heritage, to a high school education, but indulge the fond delusion that democracy will win this noblest victory without sustained enthusiastic and well directed effort.

The demand for betterment in ways of highly competent, well remunerated, and permanently employed teaching force; of consolidated and rural high schools; of a curriculum that will meet the needs of country life, must come from local communities. Hence, a nation-wide campaign must be undertaken to arouse this demand for better educational facilities and this is our present task.

State and national funds must flow into localities which need the best efforts of leaders to elevate standards; therefore the areas of administrative and taxing units must be enlarged.

FIRST-CLASS SUPERINTENDENTS

EDWARD O. SISSON,

President University of Montana, Missoula,
Mont.

IN order to attract high-grade men into school administration, salaries must certainly be raised; but this is not all. The question of professional standing and respect is vital. The lawyer, the physician, the engineer, all speak with authority, are listened to with deference, and their advice, generously paid for, is closely followed. Their professional standing reflects favorably upon the general regard in which they are held. Men of all walks of life acknowledge their expertness. They themselves take pride and deep satisfaction in claiming connection with their professions, and feel that their own personalities are enhanced and dignified thereby.

First, education must become more and more a profession and the educator more an expert. Guesswork and happy chance, or too often unhappy chance, have long ruled in the theory

and practice of education. Now the beginnings of a true profession are being laid, and the members of the profession may profit by this fact, if they are willing to pay the price of their preparation and continuous study—just like the medical or technical expert. Some things in education we now know, not by easy assumption, but by rigid investigation and strictly scientific procedure.

HEALTH OF SCHOOL CHILDREN

THOMAS D. WOOD,

Professor Physical Education, Teachers College, New York, N. Y.

THE principle of community thrift finds its first and most vital application in the conservation and improvement of the health of the children. The consciousness and conscience of many communities are being aroused to a better appreciation of child health; and yet effective conduct of the most progressive communities in this field is still in its infancy.

THRIFT IN READING

H. E. FOWLER,

Professor of English, State Normal School,
Lewiston, Idaho.

DOUBTLESS it is better to read unwisely than not to read at all. But if good judgment and thrift in reading can be taught to present and future generations of the reading public, why not use the school, literary club, press and platform to this end? People are awakening to the need of sensible eating, why not sensible reading? The "balanced ration" idea should be carried over into this field. A reading diet should include mental as well as emotional food, and only as much printed matter should be consumed as can be readily digested. The omnivorous reader is a victim of chronic mental and emotional indigestion. When quality means more than quantity to the reading public—then will come a real saving in time, nervous energy, and money.

VISUALIZATION

JESSIE L. BURRALL,

National Geographic Society, Washington,
D. C.

IT is no idle theory, therefore, to say that the teaching of geography is directly bound up with the future peace of the world. Our courses in geography must make the pu-

pils acquainted with the habits, customs and the viewpoints of every nation of the earth. Pictures must make these facts vivid. In both geography and history, we must cease the teaching of distrust, and sow the seeds of universal fairplay and respect for other members of the human race.

ELEMENTARY SCIENCE

JOHN C. JOHNSON,

Professor of Science, State Normal School,
Gunnison, Colorado.

UNDOUBTEDLY there should be greater emphasis on the teaching of science in the elementary grades of our public school system. There are several good reasons why this should be so: First, because nearly all children are intensely interested in science when reduced to their level, asking the most important question of science, "why", continually. Second, the trend of modern times demands that the great majority of our citizens be trained in trades requiring considerable scientific knowledge of a general nature, if not of a very special type.

SCHOOLS VERSUS BUSINESS

MRS. V. H. MILLER,

Chairman School Board Section, I. E. T. A.,
Tacoma, Wash.

THE safeguarding of the financial foundation of our schools by means of necessary "repairs, alterations and additions" to keep pace with school growth and progress, is one of the biggest parts of "The School Board's Place in Education."

The public, and even boards themselves, have been slow to recognize this duty, and failure is directly due to apathy and ignorance of conditions on the part of the voting public. It would seem as if school boards must take more active interest in legislation for the betterment of school financial systems and for the production of school funds.

A member of the board in Portland, Oregon, said one day: "School boards are not to save money, but to spend money wisely." May we go still farther and say that they are also to see that sufficient money is provided to meet the educational needs of their community and then to spend that money with the thought always in mind of an equal educational opportunity for every child regardless of his status in life or of his mental or physical ability.

Good schools and good systems tomorrow will not help the child of today. He is 10 years

old or 12 years old just once, and if a single year of his time is wasted, it can not be made up to him.

No man who first considers its effects upon business before deciding a school policy or improvement, has any right to a place on a school board. He is not a school man advancing the school interest—he is a business man hampering the work of the schools in order that the expense of the schools may not hamper his business or that of his community. School interests and needs should never be made secondary to business interests and needs.

Who ever heard of the employees of a business having to devise ways and means by which funds may be available to run the business from year to year? Yet that is precisely what the educators of America are doing today. This is true partly because in their knowledge of conditions, they have assumed the responsibility and carried the burden instead of placing it where it belongs—on the shoulders of the public.

The responsibility that does rest with the teachers is that of taking the problem to the public instead of debating and discussing it among themselves.

THE TEACHER IN ADMINISTRATION

CORNELIA S. ADAIR,

President, National League of Teachers' Associations, Richmond, Va.

FOR many years the classroom teacher has felt that she was not giving to the cause of education the best that was in her to give. Although the teacher of the children of a free people, she herself had little share in molding the educational policies which she endeavored to carry out.

This question was recently asked the teachers of a certain state: "To what reason other than salary do you attribute the unrest among teachers?" Three hundred fifty-three replied that it was caused by a lack of sympathy and co-operation between the teachers and the administration. Closer co-operation and a better acquaintance was the universal remedy.

That this desire for a closer co-operation between the classroom teacher and the administration is general is evidenced by the remarkable growth of the Advisory Council idea.

The purpose of these councils is to utilize the experience, judgment and initiative of the men and women in direct daily contact with the children and problems of the school.

All questions—administrative as well as educational—affecting the welfare of the teachers, the children and the schools, should be recognized as proper subjects for discussion and findings by these councils. All recommendations of the councils should be made a matter of official record.

The judgment of the teacher should be utilized in the formulation of school policy, not only for the sake of the policy, but also for the sense of responsibility engendered in the teacher by her share in determining that policy.

TEACHING CITIZENSHIP

L. P. BENEZET,

Superintendent of Schools, Evansville, Ind.

THE teaching of citizenship in the Evansville Public Schools involves both theory and practice. The theory begins in the fourth grade and is continued throughout the course. The practice comes about through the system of student self-government which is in vogue in the Central High School.

In the fourth, fifth, sixth, seventh and eighth grades lessons in citizenship, gotten up by the superintendent and distributed to each teacher once a week, furnish the basis for discussion by the pupils of the rights and wrongs of many problems affecting their school life. For example, the first lesson issued, which came out the latter part of October, dealt with Halloween pranks and the destruction of public property. Its tangible result was cutting down the damage done on Halloween night to about one-fifth of what it had been in previous years, according to the police records. Lessons were given out dealing with a school strike, with the Boston police strike, with the duties of citizens in the face of a threatened epidemic of a contagious disease, with the necessity for increased production, and elimination of waste and extravagance, with the Russian experiment in soviet governments, etc.

SCHOOL LIBRARIES

JOY E. MORGAN,

Field Secretary American Library Association,
New York, N. Y.

THE school library exists for the school and its policies are shaped according to the purposes of the school. Neither can take the place of the other, but they have a vital and intimate relation. The school library should supply collateral material for all the school courses. It should vitalize geography, and history, and English, and the other school sub-

jects. It should do vastly more than that. It should encourage the child to discover interests and to develop great life purposes that will carry over into the period of active citizenship.

The school library introduces the child to the real books, the books whose spirit has not been lost in an effort to fit some course of study. The school library is the isthmus which connects the restricted education—the limited intellectual contacts of the classroom—with the broad and richly varied intellectual activities of the citizen. Unless this important connection is made, the child, once out of school, slides back into narrow grooves of interest and into fixed and provincial ways of thinking that are dangerous to national welfare. It is for the school library to give him the broader outlook. It is for the school library to fix in his mind as a permanent, active working policy the notion that the school is not the end, but only the beginning of education, which through the wise use of printed material he can continue throughout life to his own profit and the good of the republic.

TEACHER PARTICIPATION

STELLA HERRON,

Teacher, New Orleans, La.

THAT the question of dollars and cents can be held largely, but not wholly to blame for the present shortage of teachers, my experience convinces me. From each graduating class a number of girls enter teaching with youth's fine enthusiasm and implicit faith in education as the golden means of making true the Declaration of Independence. Each believes that Democracy insures to her, in her work, opportunity to use thought and initiative. When she finds that the system makes no provision for the use of her creative power, she leaves the ranks convinced that money could not induce her to follow the gray grind of a purposeless routine.

Undoubtedly any suggestion from a teacher for the readjustment of the present organization of the school system can be justified only if the suggestion is based upon the principle that such reorganization would make possible better work on the teacher's part. It could never be justified on the ground of securing ends desirable for the sole good of the teacher.

Chief among the many advantages resulting from these co-operative projects is the enthusiasm for education awakened in the teachers participating.

PROPOSED CONSTITUTIONAL AMENDMENT TO SECTION 6, ARTICLE IX

Constitution of State of California

INTRODUCTORY STATEMENT

THERE is vagueness and misconception on the part of many well informed persons as to the sources of moneys for school support. There is also lack of understanding as to how these moneys are apportioned. To answer any probable questions and to make clear the reasons for aggressive action at this time, and for the necessity of the proposed constitutional amendment, this Primer of Education and School Finance is published in the September, Sierra Educational News. It is reprinted in bulletin form to be distributed amongst the voters of the state. It is proposed to amend section 6 of article IX of the constitution of the State of California.

This proposed constitutional amendment will equalize the support for public education. It will increase the apportionments for school purposes derived from state and county, and decrease the amounts contributed by the school districts. This will remove a great injustice. It will equalize educational opportunity. It will make possible a "square deal" for every boy and girl, whether living in the densely populated and wealthy city or in the rural district with small assessed valuation, far removed from the centers of population.

This amendment is designed to safeguard the schools, to guarantee an education to the boys and girls of California, to keep the doors of every schoolroom open by furnishing well-trained teachers, and, because education is a matter of state as well as of local concern, to place responsibility for properly educating the coming generations upon the broad shoulders of the state.

The California Teachers' Association, a state-wide organization with members in every county and every city and hamlet in the state, is responsible for this movement. The campaign is under the direction of a committee of the Association working through the Council of Education and headed by Superintendent Mark Keppel. This state-wide committee was appointed last April to draft an amendment, to submit it by initiative petition, and to procure its approval by the voters.

The committee drafted the amendment and placed it upon the ballot with many thousands of signatures in excess of the 55,097 that were

needed. The committee has received about \$5000 to use in this work, and has used about \$2000. The committee believes that the campaign will cost about \$15,000 altogether. A subscription of \$1 is solicited from each person who wishes to help. The contributions should be sent direct to Principal W. W. Tritt, 1841 Cimarron street, Los Angeles, Calif., who is Treasurer of the committee, or to the Executive Secretary of the California Teachers' Association.

This Primer of Education and School Finance has been prepared under the direction of Chairman Keppel. The members of the committee of 15, especially the Secretary, Mrs. Grace C. Stanley of San Bernardino County, the county and city superintendents, and State Superintendent Will C. Wood and others have given valuable suggestion and aid. The appreciation of the California Teachers' Association is hereby expressed to Mr. Keppel and the committee for effective efforts in behalf of the school children of the state.

Recalling the campaign waged for the tax limitation measure two years ago, the success attending the work of the California Teachers' Association in this connection, and the fact that Mr. Keppel was chairman of the committee having that campaign in hand, and in view of the present critical condition of the schools of the state, there can be but one result in the present campaign for the constitutional amendment. But it is YOUR fight.

Let no one doubt the outcome of this campaign. Let no one, however, assume that he can shift his responsibility to the shoulders of his neighbor. There are selfish interests in our state. The welfare of the boys and girls, the development of society, or the perpetuity of state and nation, are given less attention by these interests than are personal gain, selfish rewards and narrow satisfactions. Every teacher in the state, every broad-minded taxpayer, every man and woman with vision, prompted by unselfish motives and with desire to secure to the present and coming generations, an education befitting the children of the great State of California, must do his part in the coming campaign.

ARTHUR H. CHAMBERLAIN,
Executive Secretary, California Teachers'
Association.

PRIMER OF EDUCATION AND SCHOOL FINANCE

Shall Education Be Democratic or For a Favored Few?

THE school system of California is built upon the theory that the state is under obligation to provide EQUAL EDUCATIONAL OPPORTUNITIES FOR ALL THE CHILDREN OF ALL THE PEOPLE.

To finance this system funds for school purposes are derived from three sources:

STATE, COUNTIES, SCHOOL DISTRICTS.

State School Funds are derived mainly from taxes levied on corporations and not at all from a direct property tax. These funds are distributed on the basis of a fixed amount for every pupil in daily attendance.

County School Funds are derived from the Common School Tax levied by the County Supervisors as part of the general County Tax. These funds are distributed in the same manner as are the State School Funds.

District School Funds are derived from a direct property tax upon the individual School District by the residents thereof. This tax is optional on the part of the School District. The amount raised depends upon the wealth of the district, and not upon the number of children in the district.

In any complete state system of education, the more the state contributes in proportion to the total amount raised, the more equal will be the educational opportunities of the children, and the more democratic the system. On the other hand, the more the School District is required to contribute in proportion to the total amount raised, the more unequal will be the educational opportunities of the children, and the more undemocratic the system.

In 1907, the state was contributing over half the total amount used for maintaining schools. Under such a system the poorest district did not suffer greatly in comparison with the richest.

The following figures show the per cent of the total amount contributed by the state, the counties, and the school districts for the support of the elementary schools of the state in 1907 and 1918, respectively:

	1907	1918
State	52%	32%
County	36%	37%
District	12%	31%

The district's share in the support of educa-

tion is constantly increasing. With this increase in district support, the inequality of educational opportunities is correspondingly greater. Many districts, because poor in taxable property and with a large number of children, are unable to raise more than a few dollars per child in addition to state and county money. Other districts, because of great taxable wealth and with few children, are able to raise from the same district tax relatively large sums amounting to several hundred dollars per child in attendance.

As the state does less relatively, there is need for the counties and for the school districts to do more. Counties assume larger school burdens very reluctantly. Consequently, wealthy school districts support their schools adequately by taxing themselves; and poor districts help themselves all they can by district taxes and still suffer the adversities of poverty because they can not help themselves adequately. Their schools retrograde, their terms are shortened, their best teachers leave them, and families move out of the district.

In 1919 the State Legislature, realizing the conditions that existed, increased the state fund from \$15 to \$17.50 per pupil in average daily attendance, and increased the county school fund from \$15 to \$21 per pupil in average daily attendance. In spite of these increases the school districts in many counties are still contributing double, or even more than double, the proportion required of them in 1907.

Do We Spend Too Much Money for Schools?

Those interested in reducing taxation suggest that the remedy for this condition is to reduce the amount of money spent, and to economize in the service given to the children by the schools.

We are facing a serious crisis in the affairs of our nation. Suspicion is everywhere prevalent; class hatreds and jealousies are all too frequent. There is only one institution which brings classes together, and upon which our whole people unite. There is just one institution upon which we can depend to make us a homogeneous people. That institution is the PUBLIC SCHOOL.

The greatest asset that this country has is its boys and girls. We think of our great wealth, our inventions, our natural resources. Of what value are any of them if we have not men and women back of them to use them?

What Shall We Eliminate?

Shall we eliminate VOCATIONAL EDUCATION? It is expensive to install, but these are the courses which shall do most to establish the right relations between LABOR AND CAPITAL by teaching respect for WORK WITH THE HANDS and for the BRAIN TO MAKE IT EFFICIENT.

Shall we eliminate APPLIED ARTS? Who suffers from shutting out this branch of instruction? People of means provide these opportunities for their children regardless of what the state may do. Some of our most talented children will be condemned to follow uncongenial pursuits if this training in the schools is denied them. Moreover, developments in the industries, in improved manufacturing, in the application of scientific methods to the problems of modern life, are largely brought about by those who have had the advantages of applied arts work in school. Equal opportunities should be given those children of artistic and scientific tendencies with those whose ability is in other fields.

Shall we eliminate MUSIC? No phase of school work, in greater degree than music, humanizes and brings together all elements of society. Music tends to break down class distinction, builds up patriotism, and strengthens moral character.

Shall we eliminate PHYSICAL EDUCATION? One-third of the young men who were in the draft during the late war were rejected on account of physical disability. A large per cent of the defects were preventable, but because of lack of care and training our efficiency, both for war and for peace, was cut one-third. It is estimated that our young women could not make as good a showing as our young men. The future of the nation depends upon health. Do you want your children to have more or less of physical vigor?

Shall we eliminate NIGHT SCHOOLS? Many of the adults of the present day were denied opportunities for their own advancement. Shall the door always be closed, or shall it be opened still wider?

The foregoing are today among the essentials. Drawing, home economics, industrial education, music, physical education, are as necessary as are reading and figures and oral and written expression and geography and civic training. To eliminate these or to weaken our work in any phase of school study or activity that tends toward development and power and capacity is to undermine our social

structure. Moreover, parents will not consent to the elimination of these subjects, nor to poorer school facilities.

Shall we have CHEAPER TEACHERS? Is the teacher YOUR CHILD has today too efficient? Do you want less successful teachers than we have now?

Unless we compel the state to do its fair share in supporting education, the very life of the nation is imperiled. Many districts are entirely without teachers and schools are closed throughout the year.

The BEST is none too GOOD for your child and mine.

Equalize the Responsibility

With the steady shifting of the cost of education from the state to the county, and from the county to the district, educational opportunity has grown rapidly unequal since 1907. Many districts rich in taxable wealth per child have developed their school systems until they serve well the children and the state. But districts poor in taxable wealth per child have not kept pace with educational progress. They can not do so because the state and county are not providing enough money to keep these districts on the same educational plane as are the rich districts. Many poor districts, not able to help themselves adequately, are rich in children. There are in the state more than 1000 such districts with more than 60,000 pupils. They are scattered throughout all counties except San Francisco and predominate in the agricultural and mountainous portions of the state. Parents who can do so, move their homes into those districts that offer children a fair chance. In consequence the drift of population is to the cities, and our farms are falling into the hands of alien peoples. There can be no real "back to the farm movement" until equality of educational opportunity is restored.

The realization of this condition has caused the submission of the proposed amendment to section 6 of article IX of the state constitution.

This proposed amendment will force the state and the county to provide an equal share and an adequate share of the cost of elementary education and will thereby restore equality of educational opportunity. It is distinctly a movement to help children, to develop citizenship, and to promote the welfare of our state.

State Constitution—Section 6, Article IX

Section 6 of article IX of the state constitution is given herewith:

Sec. 6. The public school system shall include day and evening elementary schools, and such day and evening secondary schools, normal schools, and technical schools as may be established by the legislature or by municipal or district authority. The entire revenue derived from the state school fund and the general state school tax shall be applied exclusively to the support of day and evening elementary schools; but the legislature may authorize and cause to be levied a special state school tax for the support of day and evening secondary and technical schools, or either of such schools, included in the public school system, and all revenue derived from such special tax shall be applied exclusively to the support of the schools for which such special tax is levied.

Proposed Amendment—Section 6

Section 6 of article IX, state constitution, as amended reads as stated below:

Sec. 6. The public school system shall include day and evening elementary schools, and such day and evening secondary schools, technical schools, kindergarten schools and normal schools or teachers' colleges, as may be established by the Legislature, or by municipal or district authority.

The Legislature shall add to the State School Fund such other means from the revenues of the state as shall provide in said fund for distribution in each school year in such manner as the legislature shall provide an amount not less than thirty dollars per pupil in average daily attendance in the day and evening elementary schools in the public school system during the next preceding school year.

The Legislature shall provide a State High School Fund from the revenues of the state for the support of day and evening secondary and technical schools, which for each school year, shall provide for distribution in such manner as the legislature shall provide an amount not less than thirty dollars per pupil in average daily attendance in the day and evening secondary and technical schools in the public school system during the next preceding school year.

The Legislature shall provide for the levying of a county, and city and county, elementary school tax, by the board of supervisors of each county, and city and county, sufficient in amount to produce a sum of money not less than the amount of money to be received during the current school year from the state for the support of the public day and evening

elementary schools of the county, or city and county; provided that said elementary school tax levied by any board of supervisors shall produce not less than thirty dollars per pupil in average daily attendance in the public day and evening elementary schools of the county, or city and county, during the next preceding school year.

The Legislature shall provide for the levying of a county, and city and county, high school tax by the board of supervisors of each county, and city and county, sufficient in amount to produce a sum of money not less than twice the amount of money to be received during the current school year from the state for the support of the public day and evening secondary and technical schools of the county, or city and county; provided that the high school tax levied by the board of supervisors shall produce not less than sixty dollars per pupil in average daily attendance in the public day and evening secondary schools of the county, or city and county, during the next preceding school year.

The Legislature shall provide for the levying of school district taxes by the Board of Supervisors of each county, and city and county, for the support of public elementary schools, secondary schools, technical schools, and kindergarten schools, or for any other public school purpose authorized by the Legislature.

The entire amount of money provided by the state, and not less than 60 per cent of the amount of money provided by county, or city and county, school taxes shall be applied exclusively to the payment of public school teachers' salaries.

The revenues provided for the public school system for the school year ending June 30, 1921, shall not be affected by this amendment except as the Legislature may provide.

Summary of Proposed Amendment

1. It redefines the state school system and makes kindergarten schools a part of that system.
2. Provides for normal schools or teachers' colleges.
3. Makes the state school fund not less than \$30 per pupil in average daily attendance for the next preceding school year.
4. Makes the state high school fund not less than \$30 per pupil in average daily attendance for the next preceding school year.
5. Provides that the state school fund and the state high school fund shall be distributed

in each year as the legislature may direct.

6. Provides for a county, or city and county, common school tax to produce not less than as much money as is distributed to the county from the state school fund, and not less than \$30 per pupil in average daily attendance for the preceding year.

7. Provides for a county or city and county high school tax to produce not less than twice as much money as is distributed to the county or city and county, by the state for high school purposes, and in no case less than \$60 per unit of high school average daily attendance for the preceding school year.

8. Authorizes the legislature to provide for school district taxes.

9. Dedicates the entire state school fund and state high school fund and 60 per cent of the county common school fund and county high school fund to the payment of teachers' salaries.

10. Does not affect the school revenues for the current year.

The present support, the support resulting from proposed change, and amount of increase are shown below.

	Old	New	
	Support.	Support.	Increases.
Common Schools			
State	*\$19.33	\$30.00	\$10.67
County	† 24.70	30.00	5.30
High Schools			
State	\$15.00	\$30.00	\$15.00
County	60.00	60.00

Some counties have provided more than the minimum. In those counties the county increase under the proposed change will be less

* The state school fund includes the \$17.50 set aside by law, \$50,000 from the inheritance tax, interest on the invested fund, etc. It amounted in 1919-1920 to \$19.33 per pupil in average daily attendance.

† The county common school fund includes the \$21 minimum fixed by law, increased by at least 15 per cent because the rate is determined on 85 per cent of the equalized assessed valuation.

than where the bare minimum has been provided heretofore.

The committee believes in the amendment as a fundamental necessity for the preservation of the nation.

Those who understand the proposition will support it. Many do not understand it. Therefore it is necessary to wage an intensive campaign of education for it. The voters must have the truth brought to their attention. There are almost 1,200,000 registered voters in California. To reach that vast multitude is a great task. The committee has prepared this Primer of Education for the help of those who wish to know the truth and to assist in circulating the truth. Every teacher, every school board member, and every active friend of education ought to have a copy of it.

In September and October the campaign should be in vigorous progress. Organize your school districts, your cities, your counties. Enlist the active support of all local organizations. Appeal to the press. Be insistent in season and out of season. Do not permit a public meeting of any kind to close without having this amendment presented to the people who are present. This is a battle for childhood and for posterity.

The Committee of Fifteen:

MARK KEPPEL, Chairman,
GRACE C. STANLEY, Secretary,
W. W. TRITT, Treasurer,
S. M. CHANEY,
L. E. CHENOWETH,
J. O. CROSS,
C. J. DUFOUR,
MRS. GRACE HILLYARD,
MRS. M. S. McNAUGHT,
MRS. MINNIE R. O'NEIL,
ALFRED RONCOVIERI,
W. L. STEPHENS,
PAUL E. STEWART,
WILHELMINA VAN DE GOORBERG,
WILL C. WOOD.

SAVE FIRST; SPEND AFTERWARD

The man who looks at the bottom of his purse to find his savings usually finds no money there. Trivial expenditures, the small change that he spent without thinking, have eaten up the dollars that he meant to save. He could have saved the first dollar that he took out of his purse and never missed it in

his spending. This is the thrifty way of living, and the man who does it consistently is achieving prosperity. It means the loss of none of his accustomed pleasures, the sacrifice of no necessities. The small but steady savings are as amazing in their total as they are easy to lay aside.—New Age Magazine, July.

ARGUMENT FOR CONSTITUTIONAL AMENDMENT RELATIVE TO INCREASE OF SCHOOL FUNDS

By WILL C. WOOD,

Superintendent of Public Instruction, Sacramento

THIS constitutional amendment was framed to provide more definite and adequate support for public schools. The chief beneficiaries of this amendment will be the children and State of California. Men and women need not teach. Business and industry have proved this by taking teachers away from the schools. In August, 1920, there were over 600 schools in California without teachers, mostly in country districts where yearly salaries range from \$600 to \$1000.

American parents will not make their homes where schools are unsatisfactory. They will move away. If their places on farms are not taken, production is decreased and city dwellers must pay more for food. If their places are taken by Japanese and other Orientals, Californians will be sacrificing their birthright. This amendment will help secure good country schools to hold Americans on farms.

It will increase the state's contribution for support of elementary and high schools about \$270 yearly for each teacher employed. The average yearly salary for elementary teachers is about \$1000. This amendment will raise this average to about \$1270. This is not too much to pay teachers who hold in their hands the destiny of America.

A salary is worth only what it will buy. The amendment will not really increase teachers' salaries, but will merely restore a fraction of the purchasing power of teachers' salaries taken away by the war. It will restore about 27 per cent, whereas the cost of living has increased 100 per cent.

The amendment restores the old principle, that the state and the county should be equal partners in supporting elementary schools. Up to 1911, the state paid more toward salaries and other expenses of elementary schools than the county. Before 1908, it paid more than county and districts combined. In 1911, the state contributed \$533 per teacher; in 1918, it contributed \$421, a decrease of \$112; in 1911, the county contributed \$433 per teacher; in 1918, it contributed \$439, an increase of \$6. In 1911, the district contributed only \$311 per teacher; in 1918, it contributed \$602, an increase of \$291.

The state has been shifting its school burdens to counties and school districts. A small increase of state support by the last Legislature did not restore the balance. This amendment will restore the principle of equal support and guarantee it by constitutional provision. It increases state aid for high schools from \$15 to \$30 per pupil. The county contribution for high schools is not increased.

"Why not let districts take care of the schools?" Hundreds of districts are too poor. In rural counties the total assessment of many school districts is about \$20,000 each. If the maximum district rate for elementary schools were levied, only \$60 a year would be raised! This is pitifully insufficient. This amendment is their chief hope for relief.

A vote for this amendment will uphold the principle that money for schools shall be raised where income is, and distributed where children are.

Attorney General Webb has just handed down an opinion as to the payment of an actuary to investigate the probable future expenditures from the Retirement Salary Fund. It will be remembered that the California Teachers' Association, through its authorized committee of the Council of Education, ceased activities some months ago, as the State Board of Education had undertaken to secure needed data for future action through the report of an actuary. The decision now handed down by the Attorney General (August 30) declares that there is no authority in law for expenditure of funds in

investigation from any appropriation provided by the 1913 act. The decision recites, however, that the State Board may use moneys for this purpose from 1919 funds provided in the general appropriation bill.

While late in the season, there is still time for a proper examination by a competent actuary, and the submission of data, upon which to frame new legislation, if such be needed. The California Teachers' Association is under obligation to the teachers to assist in every way possible to a satisfactory solution of this matter.

REORGANIZATION OF TEACHERS' ASSOCIATIONS

Report of Committee*

THE problem before this committee has seemed to divide itself into two parts: first, what definite amendments to the By-Laws of the California Teacher's Association should be proposed to the State Council of Education at this time; second, what suggestions might be offered through the council to the sections as to principles of section organization most in harmony with the By-Laws of the State Association and most likely to give light, efficiency, and harmony to the sections and to the State Association.

First, as to definite proposals for the amendments for the By-Laws of the State Association:

For some time, there has been a feeling on the part of many members, first, that the State Council need not be so large, and second, that if reduced in size, it might perform the functions now assigned to the Board of Directors, and so bring the legal control of the Association one step nearer to the "Stock-holders," that is, to the individual members in the respective local sections.

In accordance with this thought your committee therefore proposes that in Article XI of the By-Laws the words "three hundred" be changed to read "one thousand." Upon this basis of representation, the council could be reduced, not to one-third its present number, as might be supposed, but to one-half. That is to say, keeping provision for ex-officio representation just where it is now, the Northern section would have three representatives, the Bay section five representatives, the Central section three representatives, Central Coast two representatives, and the Southern section eight representatives, a total of twenty-one members.

A council of this size would have the full representative value, for purposes of deliberation, that the present council has. And if the Southern section is willing to surrender this much more of the advantage which its larger membership would give it, reducing its quota on the council to a little over one-third of the total as against more than one half under the present plan (on a basis of this year's membership) it is probable that none of the other sections would oppose this new basis of apportionment.

* Published in issue of May, 1920, and reprinted by resolution, Council of Education.

One decided advantage of this smaller council would be the lessened burden of expense for council meetings. If, for example, only eight representatives were now coming up from the South, the appropriation made by the constitution of the Southern section for traveling expenses of its representatives could be reduced and still pay all expenses, whereas now it costs each representative attending this meeting from the Southern section anywhere from \$10 to \$20 more than the expense fund provided.

A second proposal which your committee on reorganization would submit to the council is designed to effect the second result already mentioned—namely, the transference to the council of the powers now legally held by the Board of Directors. The laws of California governing the incorporation of co-operative bodies requires that a definite number of directors be named in the articles of incorporation. In transferring the power of the Board of Directors to the Council there is therefore a difficulty that by virtue of the representative character of the council and of the shifting membership of the Association, the council does not of necessity remain at a fixed number. To obviate this difficulty, your committee proposes that the number be fixed at 21, with a proviso elsewhere in the By-Laws that any additional representatives that may, in future, be entitled to join the council, shall be entitled to full participation in business discussions of the council, though not technically directors, until such time as the specified number of directors can again be changed in the articles of incorporation. As this eventuality is not likely to occur in the near future, such a provision will be really theory rather than practice and should cause no worry or discussion to any section.

In recommending that the powers of the directors be transferred to the council, your committee realizes that one further inconvenience is presented by the laws of incorporation—namely, that it will be necessary to retain the term, "Board of Directors" (if we are correctly informed on this legal point). Your committee realizes, however, that the term "California Council of Education" has a distinct business and professional value and should be retained. It proposes, therefore, that in wording the proposed changes it shall be

stated that the Board of Directors for purposes of convenience shall have as a sub-title, the name "California Council of Education"—and that it shall be thus referred to in all non-legal and purely professional references.

Your committee respectfully recommends that these proposed changes in the corporate By-Laws be submitted to the various sections the earliest possible moment, with clear explanations of the reasons for the changes and for the continuance of the term "Board of Directors," and that steps be taken to secure the necessary changes in the act of incorporation creating the present California Teacher's Association as soon as the necessary ratification shall have been obtained through action of the sections.

Your committee further recommends in connection with the two fundamental changes suggested above that the exact wording of the necessary alterations in the body of the By-Laws in the various sections affected shall be left to the officers of the Association through the executive secretary, and that all due care be taken by the Association to ascertain from competent legal authority such phrasing for the proposed changes as shall in no wise run counter to the laws of California relating to incorporated bodies.

Suggestions on Section Reorganization

I. In order that it may be possible for sec-

tions of the C. T. A. to establish a live representative connection in local organizations of teachers, it is suggested that every locality (whether it be city, district, or county) which is a natural unit for teacher organization, should organize on the basis of one inclusive association, open to all ranks of educators, with sections, if desired, for dealing with all problems effecting definite branches of the service.

II. It is recommended that all sections of the C. T. A. establish either a series of local chapters or that it arrive at this same end through utilizing organizations already established and that each section have (if its size and geographical situation warrant) a council to carry on its business, made up of representatives from the various local groups, plus at least one representative from those C. T. A. members in each county not affiliated with any local organization.

III. It is further recommended that each section shall, through its annual meetings, through its council, or through its executive committee, keep in closest touch regularly with the State Council of Education, both in the giving and receiving of suggestions and recommendations.

C. A. WHEELER, Chairman,
W. L. GLASSCOCK,
ROBERT J. TEALL.

CALIFORNIA TEACHERS' ASSOCIATION, SOUTHERN SECTION BULLETIN No. 1

By C. A. WHEELER,

President C. T. A., Southern Section

Immediate Problems

NO better illustration could be given of the difference that often exists between theory and fact than this: first, the theory—that on June 30, 1920, the California Teachers' Association, Southern Section, 6365 members strong, ceased to exist, inasmuch as all its memberships expired on that day; second, the fact—that on September 1, 1920, the C. T. A.—S. S., unconscious of any loss of strength, is busily working to make itself of the utmost possible service to all the teachers in Southern California during the coming school year.

The plans which are now being worked out are concerned very deeply with providing adequate means for ascertaining in the next few weeks the judgment of all members upon the

most important problems facing the Association this year. These problems include the question of changes in the Corporate By-Laws of the State Association and in the Constitution of the Southern Section, the continuance in some form, if possible, of the news-service provided during April, May and June by the Southern Section, assisted by various local organizations and individuals, effective participation in the new plans of the N. E. A. from greatly increased co-operative effort, the preparing of satisfactory programs for most of the departmental meetings of the December convention, the consideration of the most effective ways of securing a favorable vote on the school initiative constitutional amendment in November, the problem of persuading another fifteen hundred or more

teachers to join the Association this year (last year the membership increased from 4865 to 6365, an even fifteen hundred), and lastly that most pressing of all problems these days, the question of "ways and means" for meeting the costs of our various activities.

To give ample opportunity for the members to help the officers and committees at this time in meeting these many problems, a careful statement and questionnaire will be mailed about the middle of September to every member of the Southern Section. (It is your own fault, dear Reader, if you fail to get one of these precious documents, for you should be a member!)

Upon every member of the C. T. A.—S. S. who

reads these lines the following exhortations are herewith urgently pressed:

1. If your address has changed since June (or since you received your last copy of the Sierra Educational News), please mail a card to C. T. A.—S. S. headquarters at once (451 North Hill St.), giving present address.

2. If you have any requests or suggestions already in mind concerning any of the above problems, do not wait for the questionnaire, get in ahead of the rush.

3. Resolve right now to meet the officers of your association half way, when the questionnaire comes, by doing two things: by giving us the full benefit of your wishes and judgment, and by giving it promptly!—From Los Angeles School Journal, Oct. 30, 1920.

TENTATIVE PLAN FOR REORGANIZATION CALIFORNIA TEACHERS ASSOCIATION*

Discussed at Bay Section Meeting, Oct. 14-17, 1919

A. General:

I. The membership shall consist of school people who have paid the annual dues, and of County Institutes and City Institutes (where cities provide institute funds apart from the county funds).

II. The organization shall consist of:

a. A State Council of Education which shall have control of the official journal, and authority to represent the California Teachers' Association in dealing with the Governor, State Department of Education, Legislature, other State bodies, and the National Education Association.

b. As many sections as the Council of Education thinks wise to establish—for purpose of reorganization, five sections will be recognized). The Section organization shall be on a delegate basis.

B. State Council:

I. The State Council shall consist of twenty representatives elected by general vote of the members for terms of two years each, plus the President and Secretaries of Sections ex-officio, serving terms to which elected. Each Section shall have at least one for the term to which elected. Each Section shall have at least one elected representative. The basis of apportionment for each Section shall be fixed annually by the State Council.

II. The Council shall elect its President, Secretary, and other officers in such manner, at such time, and for such terms as it deems wise, subject only to its articles of incorporation.

C. Section Organization:

I. The members of the Section shall be, first,

* Both this and an amended plan, brought before the business meeting, were laid over for one year for purposes of study on part of membership.

members of the C. T. A. in counties belonging to the Section; and, second, institutes.

II. The governing body of the Section shall be a Section Council, organized as follows:

a. A representative for each 200 teachers, or major fraction thereof, of every county or city, or city and county authorized by law to hold institutes; provided, that at least three representatives shall be chosen by each such county or city, and that three additional representatives shall be allowed from every city and county.

b. A representative from each county, city, and city and county, kindergarten teachers, grade teachers, high school teachers, and principals' organizations, providing said organization has a total paid membership in the C. T. A. of not less than twenty-five.

III. a. The President of the Section and members of the State Council shall be nominated by petition of fifteen or more C. T. A. members, which shall be filed with the Secretary of the Section by a fixed date, and shall be circulated by him among the various institutes belonging to the Section. Ballots shall be collected by mail. Only members of the C. T. A. shall be allowed to vote. The President chosen by such majority vote shall serve for one year, or until his successor is qualified.
b. The Secretary of each Section shall be appointed by the Section Council.
c. Each Section may have such additional officers as it sees fit.

IV. Each institute shall determine by written ballot the Section of the C. T. A. with which it wishes to affiliate. Should an institute fail to make such decision, the State Council will assign it to a Section, and appoint its representative to hold until the next institute, provided no representative has been chosen by the institute. A. J. CLOUD, Chairman.

THE NEXT STEP IN ORGANIZATION

With Special Reference to the Organization of State Teachers' Associations

By ARTHUR H. CHAMBERLAIN

IN an address recently delivered by Mr. C. W. Banta, Vice-President of the Wells Fargo Nevada National Bank of San Francisco, before the Commonwealth Club of California, the following illustration of the value of co-operation was offered:

"About two years ago," says Mr. Banta, "I was on a vessel, on the Atlantic Ocean, bound from New York to Norfolk, Virginia. A storm was raging, but many of the passengers, I among them, were watching for submarines.

"Over the starboard bow I saw a great flock of geese, winging their way southward, into the teeth of the gale. They flew low down, close to the water—swiftly—heads flat—necks straight—every bird of them straining against the wind. They flew in the formation of a great capital 'V,' with the sharp point towards the south. I glanced at the birds down the left side of the 'V.' The second bird was sheltered slightly—the wind pressure against his right wing being broken by the passage of the leader through the air. The third bird in line, undoubtedly, felt less wind resistance, for the other birds were shielding him. I looked down the long stretch of birds, and said to myself, 'WHAT WONDERFUL CO-OPERATION!'

"Then I glanced back to look for stragglers. I searched, but there were NONE. I noticed that the ends of the 'V' were bent slightly in—like the prongs of a wishbone. The third bird from the end drew my attention. He had missed a flap of his wings—he was sailing—often he would rest on the wind. He was tired! Others around were more worn out than he—but strange to say, they made as good speed as the leader—but how? BUT HOW? I do not know the habits of these birds, but I like to think that EACH bore the brunt as leader—that the position of each in the line attested to the strength of the individual at that time, and that those that were resting in the air pockets and eddies behind the sharp point of the 'V' had already given of their best strength to the flock, and were still eager to take their place again at the front of the line. At all events, I feel sure that the strongest faced the wind, and that the weaker were under the protection of the strong and that all arrived together at their happy

destination QUICKER and more SAFELY than could any one of them had he battled the elements alone."

Co-operation Means Organization

Up to the present there has been slight organization in the teaching profession in any state and almost none in most states. The coming together of teachers in groups or meeting in an association does not necessarily mean that there is effective organization. However, the educational progress already made in state and nation as the result of the work of educational associations can hardly be estimated. Teacher organization is claiming attention everywhere. During the past few weeks we have received communications from representatives of state associations in 17 states where consideration is now being given to problems of organization or reorganization. In many instances it is not the officers of the associations only or those in positions of leadership who are making investigations or seeking advice. In the more progressive states and where considerable progress has already been made, teachers generally are interesting themselves in the further development of their associations. Of these states may be mentioned Colorado, Kansas, Missouri, Montana, New York, Oklahoma, South Dakota, Utah and Washington. Among states that have given less attention to teacher organization but now rapidly forging forward, are Alabama, Arizona, Arkansas, New Jersey, North Dakota, Pennsylvania, Texas and Wisconsin. Iowa and Oregon, already well to the front, are planning a more adequate form of organization. This desire for better things shows clearly an appreciation of what has already been accomplished through organization.

As suggestive of the plans as proposed by these state associations note the following quotations from letters, typical of those that reach us from day to day: "There is demand," says one, "for a more democratic organization." "We desire especially," writes another, "to work out the geographical divisions of our state for the purpose of representation." Says another, "We are looking forward to the local organization of teachers in single counties or in groups, such organizations to be units of

the state association and perhaps a little later to elect delegates to the same." Another statement read: "It is our desire to reorganize the State Teachers' Association and to devise some plan for closer participation in its affairs by the class-room teacher." And again: "Our people are thinking seriously of arranging for sections of the association, owing to the great distance so many have to go who attend the meetings."

Universal Interest in Education

Never, as at the present moment, was there such universal interest in all that pertains to the education of the American youth. There is a realization of the importance of those matters that now press for solution. The reorganization of education, the better to meet present-day conditions; the problems of real American citizenship; democracy in educational administration; how to secure teachers of adequate training, to achieve higher professional standards, to guarantee growth during service and withal to dignify and glorify the profession of teaching so as to call to the service the best men and women and promise permanent satisfactions and financial rewards therefor,—these matters are before all thinking people. To reach the goals indicated, theory and sentiment aside, one thing is absolutely necessary. Teachers must come together in local, state and national groups and where already existing organizations are weak or ineffective these must be reorganized and strengthened, the better to meet the demands of the new day.

There are here presented briefly under four heads, certain facts based upon experience and the results of such teacher organization as has been effective.

- (1) What are the reasons for organization?
- (2) What has been accomplished through organization?
- (3) How should teachers organize?
- (4) Why do we need reorganization?

1. WHAT ARE THE REASONS FOR ORGANIZATION?

Everywhere in the social, the industrial, the commercial world, men and women have found it desirable to unite in concert of action the better to work for a common cause. Of all the professions or callings teachers alone have been reticent in thus pooling their interests or in recognizing the value of group action. Teachers have not been self-centered. They have always been socially conscious. Service and responsibility are terms, the meanings of

which are, through constant application, well known to teachers. But teaching has had slight recognition by the public. The teacher has been a very reputable member of society, to be sure, but there the matter ended, largely because the teacher has been apologizing for his profession.

The Call of Democracy

It has been during the past ten years that the movement for more effective organization has been increasingly felt. Two causes are chiefly responsible—first, the teachers themselves, those spoken of so frequently as the "rank and file"—those men and women, nearly 700,000 of them, who bear the burden in the heat of the day, have listened to the call of "democracy" and have responded. In other words, teachers are humans. Like other humans, who in one or another field of social, industrial, or professional endeavor find it to their advantage to organize, the better to advance their own calling, trade or profession, so teachers are finding organization desirable. But these organizations of teachers are effected, not that they may dictate or dominate. At least, these should not be causes leading to organization. The more thoughtful desire, as do lawyers or engineers or stock raisers, to keep abreast of the times—to lead the times; to learn from others and to contribute something for the benefit of others. They realize that the enthusiasm and inspiration that comes from numbers meeting together is an asset with which to reckon. They further realize that in the matter of improved methods, more just and sensible selection of materials and equipments, more adequate salaries, and improved legislation that shall make for advance in all fields of educational endeavor, it is the collective and cumulative influence that counts. Individuals may initiate; numbers create public sentiment and public sentiment is the greatest result getter in the world.

More than this, teachers have felt, in the not distant past even, and in some localities with justice, that too much of their thinking has been done for them; that they were mere cogs in the educational wheel. Rules and regulations are laid down from above. They must take what comes to them and hand on to the next room a group prepared to handle the tasks there imposed. If the teacher has an idea she must keep it to herself for, forsooth, the school administration and management is not in her hands. All of this tended to flabbi-

ness—an attitude cringing and apologetic. Against this sort of thing the teacher has rebelled. It is true that this condition existed not in most, but in some places; and not because those in authority had animus or desired always to centralize power in themselves.

The Common Need

The second reason for this movement for organization is the fact that the leaders in the profession—the real leaders—those who have held the balance of power as superintendents, principals, administrators, professors and elementary and high school teachers, have seen clearly the advantage and necessity of meeting upon a common ground for the discussion of common problems looking toward a common good. Having in mind the larger and more effective organization of the teaching profession there has been advocated such local, state and national reorganization, based upon thoroughly democratic principles, as to include all elements in the teaching profession.

"The ridicule and jest that has been directed against the impotency and impracticability of the teacher is due," says Superintendent Keifer of Bellefontaine, Ohio, "alone to his inability to get together with his fellows on a constructive program. Superintendent Keifer contends that the first essential to effective work is a 'statewide enrollment embracing not a 30 per cent, but a 100 per cent membership of those engaged in the teaching profession.' What is true of the state association is equally true of the National Education Association. It is the enrollment of every teacher in America in the state and national associations that will make for the greatest result. Teachers have themselves largely to blame for the slow awakening of public sentiment in their behalf. But for the war we should have been two decades in reaching the spot where we find ourselves today. The tide is now turning. We must look forward, not backward.

Group Action Heeded

The reasons for group action are succinctly set forth by an English magazine as follows: "The lack of unity among teachers is filling with dismay some of the best friends of teachers in Parliament, on the London County Council and in responsible public positions. We find this difficult to realize. The enthusiast for his or her own association or group thinks there is nothing so important in the world as the sectional view. Don't labor under any

delusion. Public men and women are seeking always to find the Greatest Common Denominator. They want to learn the views of the mass. They do not wish to hear the views of the Association of Teachers with Long Hair or the Association of Teachers with Short Hair or the Association of Teachers with Gray Hair. There is no humor about this. Think about it. It is literally true. We should see the ridiculous side of our differences if we could see ourselves as others see us. We gain in the esteem of those who really count if we become united. Unity means give and take, it means generous impulses, it means toleration, it means consideration by the class teacher of the head teacher's difficulties, consideration by the master of the point of view of the mistress and of course, vice versa. It means in a word, a little idealism in the teaching profession. The scoffer says, 'Idealism be hanged; it's salary I want.' Where would the scoffer have been without the London Teachers' Association? What would have been the position of the salaries question today without the London Teachers' Association? Would there be a London Teachers' Association without idealists? The roots of our being as teachers are in idealism."

Now, in a national crisis, less acute only than the one through which we have just passed, we find the teachers must organize. They must stand together. They must unite in order to accomplish those things which individually and single-handed they cannot accomplish by themselves. The strength, the momentum, the enthusiasm of numbers, the sentimental and political and dynamic power of the mass will accomplish in a short time and without friction, what can not be accomplished at all by individuals or local groups only. Scant wonder is it, that owing to the slow awakening of teachers and lack of understanding and appreciation on the part of the public, the teachers turn to the great industrial organizations as offering a solution to their difficulties.

In a word, the chief reason for organization or reorganization at the moment is that we may **preserve the integrity of the American School.** That teachers are underpaid is a calamity. That as a result of this short sighted policy, schools must be closed and children deprived of education is a crime. As a result of organization there will be salary increase. Teachers must organize so as to safeguard, through the school, the future of American

Citizenship and the perpetuity of American Institutions.

2. WHAT HAS BEEN ACCOMPLISHED THROUGH ORGANIZATION?

There is neither opportunity or need to dwell upon the results of teacher organization. Those who have followed developments in the educational world the past decade, know. Those who have not, belong to that minority who do not propose to be convinced. Teachers' pensions and retirement salary laws in a number of states owe their existence primarily to the work and influence of teachers' organizations. Security of tenure, wherever enforced, has been brought about largely through the efforts of organization. Sentiment for a limited class enrollment, the development of the kindergarten, higher requirements and standards for teachers, increase in the compulsory school age, free text books, types of vocational education, increased funds for schools and for teachers' salaries—these and other forward movements, have found expression through the teachers' organizations. In California the Teachers' Registration Bureau functions under the State Teachers' Association. Everywhere the force of numbers and unity of action have been the most convincing arguments to legislature or school board.

In speaking before the Department of Superintendence on the necessity of Teacher Organization, Lotus D. Coffman recently said: "The very remarkable advance salary legislation in Iowa was due to effective work of the State Teachers' Association. Specially effective work is being done by the State Teachers' Associations of Ohio, Michigan and Minnesota. . . . The teachers of New Mexico, at their state meeting passed a resolution taxing themselves on a pro rata basis for the raising of \$15,000 to secure legislation for better salaries. They established the minimum salary at \$1200 but the chief paper in the state, in a ringing editorial, showed that the minimum should be \$1800 and urged that that be fixed as the standard." A tax limitation bill in California was covertly aimed at the schools and was intended to materially reduce the levies for school purposes. This bill received the unanimous vote in the two houses of the state legislature and the signature of the Governor. The press of the state and the taxpayers' association and their official organ backed the measure. The bill was then referended and made non-effective by the Teachers' Association of the state. At this moment, this same State

Association is moving steadily forward in an initiative campaign for a Constitutional Amendment that shall properly finance the schools and safeguard the salaries of teachers.

Leadership of the N. E. A.

The National Education Association has for half a century been the one greatest center of Educational Leadership in the world. From it has flowed the tide of educational inspiration. Out of it has come the sentiment for increased professional standards, for training of teachers and for improvement of teachers in service. The results of the investigations and reports of its committees and those of the National Council of Education have laid the foundation for the best practices in the matter of appointment, salaries, promotions, and tenure of teachers. The published proceedings and bulletins of this Association furnish the most comprehensive educational library in existence today. Reorganization under the new by-laws will make it possible for the N. E. A. to function more fully in the new and greater demands now made upon us growing out of a complex social structure.

3. HOW SHOULD TEACHERS ORGANIZE?

There is no necessity for general agreement as to the details of how teachers should organize, state or locally. All who have studied the question agree that the group, city or county, the state and the National Organizations are necessary to general participation in and to successful results from Teacher Organization. In the larger states especially, to be effective, there must be geographical divisions contributory to the central body, each with its own officers, and governed by its own by-laws, not inconsistent with the by-laws of the central body. Representation of the section must be through delegates chosen on the basis of membership in the section. There should also be a representative or governing body in each section based on delegates from counties or cities within the section or geographical unit. This implies county and city organization. In Kansas there is representation in the State Educational Council of one delegate from each county regardless of number of teachers employed. In Oregon there is a representative council composed of delegates, in addition to the officers, of all county superintendents, one delegate from each county and an additional delegate for every major fraction of teachers above the first 100. Missouri has a plan of community associations under which

any group of teachers qualified as active members of the Association may form a local organization.

Importance of Geographic Unit

The main point for consideration is, whether all teachers in a state meet in one group or annual convention or whether the State Association is made up of geographic units, that there may be in force a plan of representation that shall reach throughout the counties to the most remote parts of the state. Those teachers who are unable to attend any business or other meeting of the association must know that they have complete representation at such meetings. In some localities, a plan is being developed whereby the teachers in a given county or city, elect their representatives direct to a central state body or council. Again, these representatives are elected through a local council, which latter body names representatives to the central or state council. And again, within a given county or city, it seems advisable to some that teachers' clubs or small groups representing certain phases of educational activity should be recognized and that the local council or clearing house should be made up of delegates named by these small or teaching groups.

These diverse plans of organization are given as suggestive only, and in no way reflecting our views as to the particular needs in our own state. The general plan of dividing the state into geographic sections, of electing representatives to a central local body or council, and finally, of electing representatives to the Federal Body, is thoroughly democratic and adjusts itself logically to the co-operative spirit of the day.

4. WHY DO WE NEED REORGANIZATION?

The need for reorganization generally, whether of local, state or National Associations, may be well expressed in the words of President E. Morris Cox of the California Teachers' Association, where he says: "The reorganization needed by the California Teachers' Association is a reorganization for which the Association has been standing for ten years past, that is, the larger participation of the membership of the Association in the Association's activities. Not only the by-laws but the repeated utterances of the officers of the Association call for local associations to put forward to the State Association various questions in which they are interested. And the one type of reorganization for which this Associa-

tion ought to stand is that type of reorganization which will tend to bring a larger number of persons into a deliberate study and discussion of our problems." What is true of State Associations in this regard is equally true of local bodies and of the National Education Association.

It must be admitted that there has been no general participation by the teaching body in most associations whether local, state or national. It has been short-sightedness on the part of those in power and suspicion on the part of those on the outside that has brought us thus far along the road without effective organization. Any form of cohesive organization has been well-nigh impossible because of lack of co-operation and sympathy on the part of the various elements in the profession. Misunderstanding has been at the root of this difficulty. In speaking of superintendents and teachers Dr. Coffman says: "Neither talent nor stupidity belong to either class. They are found in both. Between teachers and superintendents there should be co-operation, not division; union of effort, not separation; collective, not divided responsibility. This has actually been achieved in many places, but it must be an accomplished fact in more before the future of the schools is secure. The difficulty which arises when groups begin to think in terms of their interests or grievances is that they will emphasize their rights to the neglect of their duties, their privileges to the neglect of their obligations, their wishes to the neglect of their responsibilities."

Beginning at the Foundation

What is necessary to success, and what is the next step? There must be an effective association of teachers in every state. The particular form under which the state organization functions is not of major importance. There must, as before stated, be a representative central body. In other words, some form of delegate system must be in force. This body must be truly representative. Schools, children, education, must be considered rather than special interests or persons representing special types of schools or special subjects. Every teacher in the state should be a member of the State Association, and should feel that he or she has full representation in the central body or council.

Counties and cities should enroll in their respective organizations every teacher in the jurisdiction. These units should hold repre-

sensation in the section or State Association on an agreed basis of one representative irrespective of the number in the teaching body, and one additional member for a given number of teachers. An executive officer and an official organ are essential if the State Association is to fulfill, in any complete way, its function in serving the schools.

There must be a National Education Association in which every teacher in America shall have a voice. The first steps to this end are made possible through the adoption of the new by-laws at the Salt Lake meeting. As in large state associations this participation can be through representation only. Authority must be delegated. Teachers unable to attend any annual meeting of the National Education Association must feel that they are being properly represented. Even before the formation of the original committee on reorganization of the N. E. A., of which the present writer was a member, we advocated some plan of local, state and national affiliation such as would give every teacher an equal voice and vote. To quote from one of our statements: "In order to make the National Education Association more far reaching in its influence a delegate system must be devised whereby a certain number of delegates will be elected to the Association from every state, depending upon the number of active members in the State Association. This would provide for a close articulation between the city, state, or other large educational organization, as now the various sections function in the C. T. A." We have all along advised the naming of delegates to the National Education Association at the annual meetings of the State Associations or by a federation of state educational bodies.

The fact that State Educational Associations are not closely related to each other in a great national body comprising all the teachers of the country, has resulted in the condition that education has not had its voice heard at the seat of government. The teachers must stand together on a high professional basis to demand those things which are best for the teaching corps and for the people of the country at large.

"The time has come" says Chas. S. Foos, "when every teacher in the United States should be an active member of an educational association and when all groups and associations of states should be affiliated in a nationwide organization on a professional basis. When 600,000 teachers speak their will to Con-

gress, through a nation-wide organization, Congress is certain to grant their request."

Regional Plan Applied to N. E. A.

The plan for a Representative Assembly in the N. E. A. can be developed to the entire satisfaction of all. With the hearty co-operation of the teaching forces of the country, the ground work will in a few years be laid for further developments. The experiences of the various states, the geographical limitations, the long distances and excessive travel costs, show conclusively that sooner or later the National Education Association must go to the teachers. It will never be possible for any large number of our hundreds of thousands of teachers to meet together at one time in one place. The conviction has been forced upon me during the past years that just as the most effective work in the State Organization is accomplished under the representative plan with a number of affiliated Geographic Sections, so in the National Association we must ultimately come to a plan of regional meetings in addition to our annual convention. This would provide for a yearly meeting, if desired, of the teachers in each of several regions. There would be, for example, the New England region, a North Atlantic region, a Central region, a North Central region, a Southern Region, a Pacific Coast and Rocky Mountain region. In this way the organization can be carried to the teachers, where now the vast majority of teachers, with the exception of those who live in the vicinity of the annual meeting place, find distance and expense prohibitive to attendance. More and more the calls upon teachers to participate in Summer Schools, make impossible absence for such time as is required to travel from one side of the continent to the other. Experience shows that in those states where the sectional plan is in force, there are a larger number of members in attendance at the annual meetings of each of several sections than before attended the one annual meeting only.

But the delegates or representatives from each Section or geographic unit, meeting as a central clearing house, tend to hold together and to focus the work of the several Sections and to give directivity to the activities of the several units.

This plan would in no way jeopardize the annual meeting of the N. E. A. as planned under the new by-laws. These regional meetings might occur during the period of a week

or ten days in the latter part of June or the first of July each year. Delegates to the National Regional meetings should be named by the various state associations comprised in a given group. These various regional meetings should again elect delegates to the Representative Assembly of the National Association, this greater central body to meet the week following the regional meetings. The plan here proposed is not to multiply meetings. It is, however, to make the organization of the greatest possible value to every teacher in the United States and to enroll every teacher as a member. We are here stating a principle merely, the details to come later. Some years of actual work under our new laws will give the experience to the end suggested.

In any final working out of the delegate plan for a State or National Association the expenses of the delegates must be met. The annual dues for any member in the State Association where actual and effective work is accomplished for its members should not be less than \$5. The time is not far distant when each member of the N. E. A. will willingly pay a \$10 fee, provided of course the association fulfills in any complete way its possibilities.

Under the new By-Laws, active members only of the N. E. A. are eligible as delegates to the representative assembly, the membership fee being \$2. A State Educational Association may become affiliated with annual dues of \$10 for each delegate elected on the basis of one delegate for each 100 of its members, or major fraction, who are active members of the N. E. A., up to 500 such active members, and thereafter, one delegate for each 500 members. A local Educational Association may affiliate with annual dues of \$5 for each delegate elected on the basis of one delegate for each 100 of its members, or major fraction thereof, who are active members of the N. E. A.

Our study during the past dozen years of the work and results of teacher organization, leads to the conviction that such organization is to prove the safety of the teacher and the salvation of the school. We recognize the significance of all that the term "Democracy" implies. We have full appreciation of the fact that every teacher must be given equal voice in the management of any organization that is to last. We are aware of all the arguments that may be made on the need of keeping the organization near the

people. With it all, however, we speak here a word of warning against the affiliation, state or national, of special groups of teachers or the permitting of the choice of delegates to county, state or national associations by the over-small local units. In other words, what may be called "technical groups," should secure their representation, not directly but through the larger, more comprehensive local groups. In a given city, for example, the teachers of mathematics, or science, or home economics—teachers of special subjects—must not ask for direct representation. It is right and proper for these teachers to have their individual associations but they must come together with other technical groups in a local association, thus to secure representation. The danger to our educational system today is its cutting up into groups and segments. Class distinctions in schools are as dangerous as in society.

However, these county or city groups, and general associations, should be represented in the Section Councils of state associations. This points to the ideal plan. Already it has been developed, unofficially to some extent in California, representatives of county associations being invited to attend the meetings of the State Council for purposes of participation. This plan should be legalized. The State Council should pass upon the credentials of these associations. By county or agreement, smaller groups or teachers' clubs should be invited to participate without voting privileges.

Make Teaching Professional

Our teacher organizations, for purposes of legislation or final pronouncements or the reaching of conclusions on state or national issues, such as involve the best interests of our schools, should be composed of teachers, not merely representatives of high schools or elementary schools or kindergartens, or teacher training institutions, or colleges. If we desire honestly to break down the barriers between the class-room teacher, the superintendent, the principal, the supervisor, let's talk in terms of education and not in terms of types of positions or school subjects. Let the administrator quit talking about "my school" and let the class-room teacher forget to criticize the one in authority. Let all who engage in education be teachers, and let all, whatever the position or the salary, be professional—of the profession.

"Everywhere," says Dr. Coffman, "where teachers have sought to maintain the unity

of the profession, they have found it easy to co-operate with all other social agencies rather than to compete with them for public favor." During the recent National Citizens' Conference on education at Washington, one speaker voiced the erroneous opinion, quite generally held by many teachers even, when he said that before teachers could be welded into a cohesive organization so as to be effective in campaign work, it was first necessary to secure the support of the politician. It needed only to be pointed out that politicians are human; that teachers have for some years in certain states been, through their organizations, leading for desirable progress, and that they have the support of the politicians.

Teachers, young and old, men and women, novitiates and experienced, administrators and instructors, owe it to themselves, every one, to join their local or county organization, their State Association, the National Association. They owe it to their associates to do this, and they owe it to the profession to see that their neighbors understand why every teacher should hold membership in these organizations. The uniting of teacher groups and the various teacher organizations, and the centralizing of them into a Central State Teachers' Association will ultimately make for legislation that will be in the best interests of teachers, pupils and society at large.

Sound Business Principles Necessary

In order that the plan of organization here proposed may be worked out locally, in the state, and nationally, the same principles that are in force in the world of sound business must be made to apply in organization for purposes educational. In the business world it is less a question of what the thing will cost than it is of the returns to be secured on the investment. Any organization of teachers to be a success must be backed by a business-like as well as by a professional administration. Unless the association is properly financed results are slow, partial and inadequate. The work of the past few months has demonstrated clearly what could have been

accomplished through concerted action and with funds sufficient to carry on campaigns from a central state source. Where each of several local groups attempt to do the same thing, there is duplication of effort and an expenditure of money and energy far beyond what would be necessary if the work were properly centralized.

In California, and in every state, every teacher should belong to the State Association. In our own state it is the teacher who needs the association, not the association that needs the teacher. But a 100 per cent membership and a full treasury are less important than that the organization be based on sound principles. Representation should be from the small local groups to the larger, more generic groups of city and county. These again should elect representatives to a section council covering a number of cities and counties. And finally, this section council should elect representatives to a state-wide council. In the last analysis it is by this state delegate body or council that representatives to the National Education Association should be elected, as this would permit of the selection of suitable people, chosen from without the Council, if found desirable. As proposed elsewhere, when several states combine in a national regional meeting, state delegates may be named to the regional representative body, this latter naming delegates to the national central body. As before pointed out, the N. E. A. Central Body would still be entirely representative and not circumscribed or too small to secure constructive results.

We need in the state more complete participation in the association's affairs by members thereof. This means emphasis upon the work of the local unit. We need to bring together for conference members of local or section councils and the committees of state councils. Information must be carried to members through published pamphlets and bulletins. All of this can be accomplished when we as teachers exhibit that spirit of co-operation so fully exemplified in the illustrations offered at the beginning of this article.

Nothing but education adequately broad and deep and high can promote and protect those domestic, industrial, commercial, social, civic and religious conditions without which democracy is as impossible as pure water in a stagnant pool.—A. E. Winship, in the *Congregationalist Advance*.

ARTICLES OF INCORPORATION—CALIFORNIA TEACHERS' ASSOCIATION*

KNOW all men by these presents:

That we, the undersigned, all of whom are citizens and residents of the State of California, under and by virtue of the provisions of the laws of the said State of California, do hereby certify, agree and declare, each for himself and not one for the other, that we have this day voluntarily associated ourselves together for the purpose of forming a body politic, and incorporate, under and by virtue of the laws of the State of California.

And we hereby further certify:

First—That the name of said Association shall be The California Teachers' Association.

Second—The purposes for which said Association is formed are:

To further the educational interests of the State of California, to give increasing efficiency to its school system, to secure and maintain for the office of teaching its true rank among the professions of the state, to furnish a practicable basis for united action among those devoted to the cause of education in the state;

To acquire by purchase or otherwise, buy, own, possess, hold, use, let, lease, rent, hire, mortgage, hypothecate, grant, bargain, sell or otherwise secure and dispose of, and generally deal in all kinds of real estate and personal property for the purposes of this Association; also to lend money and to receive, own and hold security for the payment of the same, or otherwise to take, own and hold any and all kinds and classes of security for the repayment of money loaned, including mortgages and pledges of real and personal property, stocks, bonds, notes and all other kinds of securities, and to fully satisfy and discharge all such mortgages and pledges when the money loaned is repaid; also to borrow money and to hypothecate, mortgage or pledge any or all of its property, stocks, bonds, notes or other securities as security for payment thereof or otherwise; and generally to do and perform any and every act and thing deemed necessary, proper or expedient by its directors in the operating, conducting, maintaining and protecting the business or property of said Association in any or all branches of its departments within the objects of the Association, to the same purpose and with the same effect as can be done by a natural person.

*Filed in the office of the Secretary of State at Sacramento, Jan. 16, 1907.

Third—That the place where its principal business is to be transacted is the City and County of San Francisco, State of California.

Fourth—That the term for which said Association is to exist is Fifty (50) years, from and after the date of its incorporation.

Fifth—That the number of directors of said Association shall be nine; and the names and residences of the directors who are appointed for the first year and to serve until the election and qualification of their successors are as follows, to-wit:

M. E. Dailey, San Jose, California; E. C. Moore, Los Angeles, California; J. H. Francis, Los Angeles, California; C. L. McLane, Fresno, California; C. C. Van Liew, Chico, California; E. B. Wright, Stockton, California; Fred T. Moore, Alameda, California; J. W. McClymonds, Oakland, California; A. F. Lange, Berkeley, California.

Sixth—That the membership fee shall be one (\$1.00) dollar per year, provided that after one year from the date of the organization of this Association no person shall become the holder of a membership certificate until he has paid his second annual membership fee. A life membership certificate, exempt from all dues and fees, except as provided by law, shall be given a member who has paid his membership fee yearly for twenty consecutive years, or for fifteen years in advance. Upon the death, withdrawal, dismissal or resignation of any member, all rights held under his certificate of membership shall revert to the Association.

Seventh—That the rights and interests of all members of this Association shall be equal and no member can have or acquire a greater interest therein than any other member has, and the following are the names of the persons, all of whom are citizens and residents of the State of California, who have paid their first annual membership fee and are entitled to membership in said Association, to-wit:

M. E. Dailey, San Jose, California; E. C. Moore, Los Angeles, California; J. H. Francis, Los Angeles, California; C. L. McLane, Fresno, California; C. C. Van Liew, Chico, California; E. B. Wright, Stockton, California; J. W. McClymonds, Oakland, California; A. F. Lange, Berkeley, California; Fred T. Moore, Alameda, California.

CORPORATE BY-LAWS CALIFORNIA TEACHERS' ASSOCIATION

ARTICLE I.

Name. The name of the corporation shall be the California Teachers' Association.

ARTICLE II.

Corporate Powers. The corporate powers of this Association shall be vested in a Board of nine Directors, who shall be holders in their own names of membership certificates in the said Association. Five shall constitute a quorum for the transaction of business, provided, that an affirmative vote of five members shall be necessary to carry any measure; and provided further, that in the event of a failure of five (5) of those present to agree on any measure, the Secretary shall notify the absent members of the nature of the question at issue and their votes may be sent by mail and the question settled at the next regular or special meeting of the Board.

ARTICLE III.

Election of Directors. The Directors shall be elected by ballot annually in the manner hereinafter provided, on the second Saturday in April of each year, at such place as may be determined upon by the Board of Directors. Their terms of office shall begin on the day of their election and continue for one year until their successors are duly elected.

ARTICLE IV.

Vacancies. Vacancies in the Board of Directors shall result from death, removal from the state, resignation, lapse of membership, expulsion of a Director through failure to attend one-half of the meetings of the Board each year, or absence of a Director from three successive meetings, unless excused by the Board of Directors.

The Board of Directors shall have power to fill a vacancy in the said Board.

ARTICLE V.

Powers of Directors. The Directors shall have power:

First. To call special meetings of the representatives or of the Association when they deem it necessary.

Second. To appoint and remove, at pleasure, all officers, agents and employes of the Board; prescribe their duties, fix their compensation, except for Directors, and require from them security for faithful service.

Third. To conduct, manage and control the affairs and business of the Association, and to make rules and regulations, not inconsistent

with the laws of California, or the By-Laws of this Association, for the guidance of the officers and management of the affairs of the Association.

Fourth. To incur indebtedness not to exceed one thousand (\$1000) dollars in amount, provided that by two-thirds vote of the membership the Directors may be authorized to incur an indebtedness not to exceed fifty thousand (\$50,000) dollars in amount. The terms and amount of such indebtedness shall be entered on the minutes of the Board.

Fifth. To create sections of the California Teachers' Association, with such geographical boundaries as to membership as shall from time to time be determined by the Board of Directors; provided, however, that the Teachers' Associations now known as the Northern California Teachers' Association, California Teachers' Association, Central California Teachers' Association, and Southern California Teachers' Association, shall become sections of this Association at such time as the members thereof shall become members of this Association, and such sections are authorized to continue under their present government in so far as it does not conflict with these By-Laws. The sections so established and sections herein indicated, are to be governed by and be subject to and exist under the provisions of these By-Laws.

ARTICLE VI.

Duties of Directors. It shall be the duty of the Directors:

First. To cause to be kept a complete record of all their minutes and acts, and of the proceedings of the Association, and to present a full statement at the regular annual meeting of the representatives and the sections, showing in detail the assets and liabilities of the Association and generally the condition of its affairs. A similar statement shall be presented at any other meeting of the Association or representatives when requested by one-third of the representatives.

Second. To add all surplus profits or surplus funds to the common property or permanent funds of the Association until in their judgment no additions to the permanent funds are desirable, in which case they shall, in their judgment, declare dividends in accordance with law.

Third. To supervise all officers, agents and

employees, and see that their duties are properly performed.

Fourth. To fill vacancies in the Board of Directors.

Fifth. To make all necessary arrangements for the meetings of the representatives and to determine the time and place for holding such meetings. The annual meeting of representatives shall be held on the second Saturday in April, unless by vote of the representatives of the Association it is directed otherwise.

Sixth. To take complete charge of all funds and business of the Association, except such as pertains only to sections of this Association, and to manage the same under the direction of the representatives.

ARTICLE VII.

Officers. The Officers of the Association shall be a President, Vice-President, Secretary and Treasurer, who shall be chosen by and from the Directors, except the Secretary and Treasurer, who may or may not be Directors. These officers shall be chosen each year by the Directors at their annual meeting.

The officers of each section of the Association shall be chosen by and be under the direction of the section choosing them.

ARTICLE VIII.

President. The President or, in his absence, the Vice-President, or person designated by the Board of Directors:

First. Shall preside over all meetings of the representatives and Directors, and shall have the casting vote.

Second. Shall sign, as President, all contracts and other instruments of writing which have been first approved by the Board of Directors, and shall countersign all checks drawn upon the Treasurer.

Third. Shall call the Directors or representatives together whenever he deems it necessary or is requested to do so by three Directors, and shall have, subject to the advice of the Directors, direction of the affairs of the Association, and generally discharge such other duties as may be required of him by the By-Laws of the Association.

Fourth. Shall cause sufficient notice of meetings of the Board and of representatives to be sent to each Director or representative by sending a written or printed notice to the last known place of business or of residence of each Director or representative at least seven days before the time of meeting.

Fifth. Shall keep the blank numbered cer-

tificates of membership and issue the same to the Secretary, taking a receipt therefor.

Sixth. Shall have sole charge of the preparation of the program for meetings under his direction, and generally direct the affairs of the Association.

ARTICLE IX

Secretary. It shall be the duty of the Secretary:

First. To keep a record of the proceedings of the Board of Directors, of the representatives, and of the Association.

Second. To keep the corporate seal of the Association, fill out and countersign all certificates of membership issued, and affix the corporate seal to all papers requiring a seal.

Third. To keep proper account books, receive all membership fees and deposit with the Treasurer, draw all checks upon the Treasurer, publish annually such of the educational and business proceedings of the Association and representatives as directed by the Board of Directors.

Fourth. To serve all notices required either by law or by these By-Laws, and in case of his absence, inability, neglect or refusal to do so, then such notices may be served by any person thereunto directed by the President or Vice-President of the Association.

Fifth. To discharge such other duties as pertain to his office, to act as general manager of the Association under the direction of the President, and in accordance with rules laid down by the Board of Directors.

ARTICLE X

The Treasurer. The Treasurer shall receive and keep all the funds of the Association and pay them out only on the check of the Association, signed by the Secretary and countersigned by the President.

He shall furnish such bonds as the Board of Directors require and be subject to their direction in all matters relating to the funds of the Association.

ARTICLE XI

Representatives. Each section of this Association shall, at the annual meeting thereof, elect by ballot, representatives, each of whom shall be a member of the Association in good standing. The representation of each section shall consist of the President and Secretary of the section and such number of additional representatives as may from time to time be unanimously agreed upon by the several sections of the Association, provided that until further agreement, each section shall be repre-

sented by (in addition to the President and Secretary) one representative for each three hundred members of the section or major fraction thereof. Vacancies in the representation of any section shall be filled in such manner as may be determined upon by the section.

Terms of Office in the Council of Education. The term of office of elective members of the California Council of Education shall be one, two, three or four years, as the various sections for themselves shall determine. The term of office of other members of the Council, who hold membership by virtue of being president or secretary of one of these sections, shall be during the period only that they hold such office of president or secretary.

Elective Council members unable to attend any meeting of the Council, whereof notice has been sent by the Secretary of the Council, must notify the President of their section of their inability to attend such meeting. The President of that section will then have the power to appoint an alternative representative, who will serve only during the meeting in question.

The failure of any elective Council member to notify the President of his section or the President of the Council, that he is unable to attend any meeting of the Council, whereof he has received notification by the Secretary of the Council, or failure to attend such meeting, shall cost such Council member his position on the Council, and the President of that section shall fill the vacancy thus created by appointment, such appointment to be temporary, and to be ratified or rejected at the next meeting of the Executive Committee. Such appointee shall hold office until the next regular meeting of that section. At that time the section shall elect a member to serve the remainder of the unexpired term.

In all appointments provided for above, presidents must appoint some one who has previously served on the Council, or one who is at the time familiar with the Council's work, but all representatives or their alternates must be members in good standing of the section they represent.

ARTICLE XII

Powers and Duties of Representatives

First. The representatives at their annual meeting herein provided for shall elect by ballot the Board of Directors of this Association; and may by ballot select the officers of said Association provided for in Article VII, such selection, however, to be solely advisory to the Board of Directors.

Second. They shall hold their annual meeting as herein provided for and such other meetings as may from time to time be determined by the representatives or the Board of Directors or the President.

Third. They shall have power to advise the Board of Directors in all matters; and to recommend and adopt educational policies and activities which shall be pursued by the Association.

ARTICLE XIII

Books and Papers. The books and such papers as may be placed on file by the vote of the Association or Directors shall, at all times in business hours, be subject to the inspection of the Board of Directors or any member of the Association.

ARTICLE XIV

Members and Membership Fee. Any teacher, principal or superintendent of schools, or any other person in any way connected with, or interested in, educational work, may become a member of this Association by paying the membership fee, and procuring the membership certificate hereinafter provided for.

The annual membership fee shall be two dollars, payable after the first day of January of each year, upon the demand of the Secretary of the section to which a member is affiliated. A life certificate of membership exempt from all dues and fees, except as provided by law, shall be given to a member who has paid his membership fee yearly for twenty consecutive years, or fifteen years in advance.

Membership in the California Teachers' Association shall entitle a member to voting privileges only in the section to which the member is affiliated geographically, and to all other privileges in any and all sections. Any member changing residence may transfer membership to the proper section.

The membership fee shall be divided between the treasury of the section and the treasury of the California Teachers' Association by vote of the representatives, provided that until further action is taken by the representatives, seventy-five per cent of all membership fees shall be paid to the treasury of the California Teachers' Association, the remainder to be paid to the treasury of the section. The collection of membership fees and issuance of certificates of membership shall be made through the Secretary of each section by or under the direction of the Secretary of the California Teachers' Association.

ARTICLE XV

Certificates of Membership. The chief purposes of the Association are not financial, therefore no transfer of certificates of membership shall be authorized or allowed, and membership in the Association shall cease upon the resignation or death of a member, or whenever a demand is made for the annual membership fee, due on the first day of January of each year, for the current year, and it is not paid, provided that without such demand the fee must be paid not later than noon on the second day of the annual meeting of any section, or membership will lapse.

ARTICLE XVI

Mode of Conducting Elections. At the election of officers no nominating speeches shall be allowed. Voting shall be by ballot excepting when there is but one candidate for an office the Secretary may be directed to cast the ballot for the candidate.

ARTICLE XVII

Government of Sections

One. At each annual meeting of the sections of this Association, there shall be elected by vote of the members by ballot, the representatives provided for by these By-Laws, provided that upon motion any section may authorize the Secretary thereof to cast the ballot for the section.

Two. Membership fees and certificates of membership shall be governed by the provisions of these By-Laws.

Three. Each section shall be governed by its own Constitution and By-Laws, provided they shall not conflict with the provisions of these By-Laws or the laws of the State of California.

ARTICLE XVIII

Amendments. These By-Laws may be altered or amended by a two-thirds vote of the Board of Directors, or by a two-thirds vote of all members voting at regular meetings of the several sections of this Association, provided that the proposed amendment, if to be adopted by the members, shall have been presented to each section at least one day previous to the voting upon it by that section.

The Board of Directors may also provide a system of proposing amendments to the members and receiving their written ballots by mail, provided that such proposed amendments must be mailed to all members not less than 15 days before the date established for the closing of the ballot, and a majority vote of all members shall be required for the adoption of such amendments.

ARTICLE XIX

These By-Laws shall be and become operative on the first day of October, 1911.

**BY-LAWS
CALIFORNIA TEACHERS' ASSOCIATION
BAY SECTION**

ARTICLE I

Name: The name of this Association shall be the California Teachers' Association, Bay Section.

ARTICLE II

Purpose: The purpose of this Association is educational, and such members shall be enrolled and such meetings held as are herein-after provided.

ARTICLE III

Governing Power: The governing power of this Association shall be vested in a Board of nine Directors elected by the members of the Association. Their terms of office shall begin at the close of the annual meeting at which they are elected.

At each annual meeting of the Association there shall be elected a President of the Association to serve one year, who shall also be a member of the Board of Directors for three years, and President of the same during the first year. There shall be elected a President of the High School Department and a President of the Elementary Department, who shall be Presidents of their respective departments for one year, and members of the Board of Directors for three years.

It is hereby provided that the members of the Board of Directors of this Association elected to such office prior to the adoption of these By-Laws shall continue in office for the terms for which they were elected.

ARTICLE IV

Vacancies: Vacancies in the Board of Directors shall result from death, removal from the State, resignation, lapse of membership, expulsion or failure of a Director to attend one-half of the meetings of the Board each year, or absence of a Director from three successive meetings, unless excused by the Board of Directors.

A Director may be removed from office by a two-thirds vote of all the members of the Association.

The Board of Directors shall have power to fill a vacancy in the Board until the next annual meeting of the Association, at which time the Association shall elect a Director for the unexpired term.

ARTICLE V

Power of Directors: The Directors shall have power:

First: To call special meetings of the Association when they deem it necessary.

Second: To appoint and remove, at pleasure, all officers, agents and employees of the Board or of the Association, except those whose election by the Association is provided for in these By-Laws; prescribe their duties, fix their compensation, except for Directors, and require from them security for faithful service.

Third: To conduct, manage and control the affairs and business of the Association, and to make rules and regulations not inconsistent with the By-Laws of this Association, or of the California Teachers' Association, for the guidance of the officers and management of the affairs of the Association.

ARTICLE VI

Duty of Directors: It shall be the duty of the Directors:

First: To cause to be kept a complete record of all their minutes and acts, and of the pro-

ceedings of the Association, which records shall be open to the inspection of any member.

Second: To supervise all officers, agents and employees, and see that their duties are properly performed.

Third: To fill vacancies in the Board of Directors until the next annual meeting of the Association.

Fourth: To make all necessary arrangements for the meetings of the Association and to determine the time and place for holding such meetings.

Fifth: To elect members of the Advisory Council as provided in Article XV of these By-Laws.

ARTICLE VII

Officers: The officers, in addition to the Board of Directors, Representatives in California Council of Education and Advisory Council, shall be a President, Vice-President, Secretary and Treasurer, which officers, except those whose election is provided for elsewhere in these By-Laws, shall be elected by and hold office at the pleasure of the Board of Directors.

ARTICLE VIII

President: The President, or, in his absence, the Vice-President, or person designated by the Board of Directors:

First: Shall preside over all meetings of the Association and of the Directors, and shall have the casting vote.

Second: Shall sign, as President, all contracts and other instruments of writing which have been first approved by the Board of Directors, and shall countersign all checks drawn upon the Treasurer.

Third: Shall call the Directors together whenever he deems it necessary or is requested to do so by three Directors, and shall have, subject to the advice of the Directors, direction of the affairs of the Association, and generally shall discharge such other duties as may be required of him by the By-Laws of the Association.

Fourth: Shall cause sufficient notice of meetings of the Board to be sent to each Director by sending a written or printed notice to the last known place of business or of residence of each Director, at least seven days before the time of meeting.

Fifth: Shall have sole charge of the preparation of the program for meetings of the Association.

Sixth: Shall hold at least one meeting annually of the Presidents of the Departments of the Association, if there be any, for the purpose of bringing about co-operation in the arrangements of programs.

Seventh: Shall appoint the annual committees, subject to approval of the Board of Directors, on or before the first day of the annual meeting.

ARTICLE IX

Secretary: The Board of Directors shall elect a Secretary. It shall be his duty:

First: To keep a record of the Proceedings of the Board of Directors and of the Association.

Second: To collect membership fees and grant membership certificates under the direction of the Executive Secretary of the California Teachers' Association.

Third: To collect and deposit with the Treas-

urer all funds belonging to the Association.

Fourth: To serve all notices required by these By-Laws, and in case of his absence, inability, neglect or refusal to do so, then such notices may be served by any person thereunto directed by the President or Vice-President of the Association.

Fifth: To discharge such other duties as pertain to his office, to act as general manager of the Association, under the direction of the President, and in accordance with rules laid down by the Board of Directors.

ARTICLE X

Treasurer: The Treasurer shall receive and keep all the funds of the Association, and pay them out only on the check of the Association, signed by the Secretary, and countersigned by the President.

He shall furnish such bonds as the Board of Directors require and be subject to their direction in all matters relating to the funds of the Association.

ARTICLE XI

Certificates of Membership: The issuance of certificates of membership and collection of membership fees shall be subject to the provisions of and be issued in accordance with the By-Laws of the California Teachers' Association; provided that the dues of members must be paid not later than noon on the second day of the annual meeting, or membership will lapse; and provided further that no member shall be entitled to vote at the annual election of officers unless said member has been the holder of a membership certificate during the previous year and has paid the annual dues for the current year.

ARTICLE XII

Time and Place of Meeting: The place of holding the annual meeting of the Association shall be determined by the Board of Directors, but the Association may, by a vote, express a desire as to the meeting place. The Board of Directors shall determine the dates of holding all annual and special meetings.

ARTICLE XIII

Mode of Conducting Elections: The election of officers and representatives of the Bay Section shall be held during the annual session after the second day's meeting, at a time and place to be designated specifically by the President and Secretary, due notice of which shall be given in the official program. Election shall be by the voting members by the Australian ballot, on which ballot the names of all the nominees shall be alphabetically arranged with the residence and educational position of each. The Secretary shall have immediate direction of the election. Nominations for officers and representatives shall be made whenever fifteen voting members shall present to the Secretary at least twelve hours before the election any name or names of voting members, stating specifically in addition the position sought; provided, that each name be presented on a separate petition blank. Any nominee may have his name withdrawn upon making written request of the Secretary at least three hours before the time set for the election. The terms of representatives on the California Council of Education shall be

three years, subject to necessary adjustments due to changes in membership.

ARTICLE XIV

Departments and Sections: For the purpose of specializing educational work, the Association shall maintain such departments and sections as are recommended by the President and approved by the Board of Directors, provided that there shall always be a High School Department and an Elementary Department. The Board of Directors may also organize other sections to further the discussion of problems connected with the teaching of various subjects of the curriculum and may ask independent Associations to furnish programs along certain lines—Country Life, Peace, etc.

No department of the Association shall collect dues or membership fees without the consent of the Board of Directors of the Association.

ARTICLE XV

Advisory Council: The Advisory Council shall consist of forty-five members of this Association chosen because of their expert professional knowledge, skill and experience. Of these, at least five shall represent the California State Department of Education, the University of California (School of Education), and other institutions engaged in teacher training. The other 40 shall be members of the Bay Section of the C. T. A., at least 10 of whom are at the time of their election actually engaged in class teaching, and at least 10 of whom are actually engaged in administrative work of some kind in the public schools of the Bay Section. Among the duties of the Council will be that of providing at least a one half-day program at the Bay Section meeting on problems of school administration and finance; of discussing such matters of proposed school legislation as may be referred to the Council by the California Council of Education or the Bay Section; and of serving as the Association's standing committee on Resolutions.

The Council shall act as a special educational advisory committee of this Association. The Council shall meet not less than twice a year, one of which meetings must be in conjunction with the annual meeting of this Association, to engage in the discussion of educational, legislative and other questions directly relating to educational work, and to report the outcome of this conference to the Association.

The Council shall have power to dismiss from its membership any member who fails to comply with any rule made by it regarding the attendance upon sessions of the Council.

Members of the Advisory Council shall be elected by the Board of Directors. There shall be elected each year nine members to serve for terms of five years each.

The Board of Directors shall also have power to fill vacancies for unexpired terms.

The members elected to the Council of Education prior to the adoption of these By-Laws shall continue as members of this Advisory Council for the terms for which they have been elected as members of the Council of Education.

ARTICLE XVI

Representatives: Representatives to the California Council of Education shall be chosen annually in accordance with the By-Laws of the California Teachers' Association.

It shall be the duty of the Secretary of this Association to furnish just prior to the nomination of officers, an estimate of the number of members of this association for the ensuing year as a basis for determining the number of representatives to be elected and the number of representatives chosen shall be determined by said estimate.

The Board of Directors shall have power to fill vacancies in the number of Representatives and shall also have power to elect any additional Representative to which this Association might become entitled. The Board of Directors shall, provided the number of Representatives to which this Association is entitled shall be less than that estimated by the Secretary, subtract in such manner as they may determine, from the number of Representatives elected by the Association.

ARTICLE XVII

Amendments: These By-Laws may be altered or amended at any annual meeting of the Association by a majority vote of the members voting, provided that the proposed amendments shall have been presented and read before an open meeting of the Association at least one day before the vote is taken thereon, and provided that no amendment shall be adopted or shall become valid if in conflict with the By-Laws of the California Teachers' Association.

BY-LAWS

CALIFORNIA TEACHERS' ASSOCIATION CENTRAL SECTION

ARTICLE 1

Name and Purpose

Section 1. This organization shall be known as the California Teachers' Association, Central Section.

Sec. 2. The purpose of this Association shall be to promote the advancement of popular education, and particularly to promote democracy in education. To this end the Association will afford opportunity to every member for the expression of opinions, and will provide suitable means for making effective the opinions of the majority of its membership.

ARTICLE 2

Membership

Section 1. Any person interested in popular education may become a member of this Association upon payment of the annual fee of two dollars.

ARTICLE 3

Officers

Section 1. The officers of this Association shall be a president, a vice-president, a secretary, and a treasurer.

Sec. 2. Duties. The officers shall perform the duties usually devolving upon such officers in similar organizations.

The Secretary shall, in addition to his other duties, collect membership fees and issue membership certificates, under the direction of the executive secretary of the C. T. A.

Sec. 3. Term. The term of each elected officer shall begin one month after his election and shall continue for one year and until his successor is regularly chosen and installed.

Sec. 4. Mode of Election. Nominations for officers to be elected by the Association, and for members on the Federal Council shall be by petition. Each petition must be signed by not less than twenty qualified electors. Accompanying the signature of the elector must be the address and teaching position of the signer.

Such nominating petitions must be in the hands of the Secretary not later than 2 p. m. of the first day of the convention. The Secretary will then post the list of nominees. Elections shall be by Australian ballot, official ballots being furnished to members. The polls shall be open from 10 a. m. to 7 p. m. of the second day.

Sec. 5. Vacancies. Vacancies arising from any cause except the expiration of a term of office shall be filled by the executive committee; except that in the case of a vacancy in the office of President, the Vice-President shall succeed to the office for the remainder of the unexpired term.

ARTICLE 4

Executive Committee

Section 1. The officers of this Association, and its members of the Federal Council, together with the county superintendents of the counties in the Association and the city superintendents of the cities in the Association, shall constitute an executive committee, for the transaction of all business arising when the Association is not in session, and this committee shall have charge of the preparation of the program for the annual meetings.

ARTICLE 5

Auditing Committee

Section 1. An auditing committee of three shall be appointed by the President at the beginning of his term of office. This committee shall report to the Association at its annual business meeting.

ARTICLE 6

Meetings

Section 1. Annual Meetings. The annual meetings shall be held on such days and at such places in Central California as the Association at its previous meeting may select. If the Association fails to name a time and a place for the next meeting, the executive committee shall decide.

Sec. 2. Annual Business Meeting. The annual business meeting of the Association shall take place on the afternoon of the second day of the annual meeting. Only paid-up members of the Association shall be entitled to vote on matters under consideration, or to vote for officers of the Association.

ARTICLE 7*

State Council

Section 1. The State Council shall consist of twenty representatives elected by general vote of the members for terms of two years each,

* Article 7 as above was adopted by the members of the Central Section, C. T. A., at the annual meeting December 16, 1919. Its ratification would depend upon similar action of the various sections or of the State Council of Education. In the meantime Article 7 has no force or effect.

plus the President and Secretary of the section, ex-officio, serving for the term for which they have been elected.

Each section shall have at least one elected representative.

The basis of apportionment for each section shall be fixed annually by the State Council.

ARTICLE 8

Section Council

Section 1. There is hereby established the Council of Education of the California Teachers' Association, Central Section.

Sec. 2. This Central Section Council of Education shall be organized as follows:

(a) A representative for each two hundred teachers or a major fraction thereof of each county or city authorized by law to hold institutes, provided that at least three representatives shall be chosen by each county or city and that three additional representatives shall be allowed for each city and county.

(b) A representative from each county, city, kindergarten teachers, grade teachers, high school teachers and principals organizations, provided said organization has a total paid membership in the California Teachers' Association, of not less than twenty-five.

Amendments

This constitution may be amended at any annual business meeting by a two-thirds vote of the members present, provided such amendment be presented in writing and read on the first day of the annual meeting.

BY-LAWS

CALIFORNIA TEACHERS' ASSOCIATION CENTRAL COAST SECTION

PREAMBLE

For the purpose of affording an opportunity for the interchange of opinions upon subjects of special interest to teachers and other friends of education; for the promotion of closer fellowship and wider sympathy among the teaching fraternity; and for the advancement generally of popular education; we, the members of this Association, do hereby adopt this constitution:

ARTICLE I

Name

This organization shall be known as the California Teachers' Association, Central Coast Section.

ARTICLE II

Membership

Any person interested in the cause of education may become a member of this Association upon the payment of an annual fee of two dollars.

ARTICLE III

Officers

Section 1. The officers of this Association shall be a President, a Vice-President, a Secretary, and a Treasurer.

Sec. 2. Duties. The duties of the officers shall be those which usually pertain to such officers.

Sec. 3. Elections. The terms of the officers shall begin on the day of their election, which shall be at the annual meeting, and shall con-

tinue for one year, or, until their successors are duly elected.

Sec. 4. The Secretary shall issue membership certificates and collect fees under the direction of the Executive Secretary of the California Teachers' Association.

Sec. 5. The Secretary shall be given an Honorarium of \$50 for the first year.

Sec. 6. Nominations. Nominations for elective officers of the Association and for Representatives on the Federal Council shall be by petition. Each petition must be signed by not less than 20 qualified electors. Accompanying the signature of the elector must be the address and teaching position. Such nominating petitions must be in the hands of the Secretary not later than 2 p. m. of the first day of the convention. The Secretary will post this list. Election shall be by Australian ballot, official ballots being furnished to members. The polls shall be open from 8 a. m. to 10 p. m. of the second day.

ARTICLE IV Representatives

Section 1. Members of the representative body of the California Teachers' Association, as authorized by Article IX of the Articles of Incorporation and By-Laws of said Association, other than ex-officio members, shall be elected by the section at the same time and in the same manner as other officers are chosen.

Sec. 2. The Federal Council shall have power to act finally for this Association in the matter of state-wide educational policy and school law.

Sec. 3. When the number of elected representatives from this Association to the Federal Council shall be one only, the term shall be for two years. When the number shall be two, the term shall be, one for one year, and one for two years, to be determined by lot, and each one elected thereafter shall serve two years. When the number shall be three or more, the term shall be for three years, one-third retiring annually.

Sec. 4. The traveling expenses of the council members in attendance at meetings of the Federal Council shall in so far as funds permit, be defrayed, but no more than \$2.50 a day shall be allowed in addition to necessary railroad fare.

ARTICLE V Vacancies

Section 1. A vacancy in any office shall be filled by the President with the consent of the Executive Committee.

Sec. 2. In case of a vacancy in the office of President, the Vice-President shall succeed to the office for the remainder of the unexpired term.

ARTICLE VI Executive Committee

Section 1. There shall be an Executive Committee consisting of the incoming President, the outgoing President, and the incoming Secretary, together with one member from each county who shall be elected by and at the annual institute of each county represented in the section.

Sec. 2. It shall be the duty of the Executive Committee to arrange the programs of the annual meetings of the section, and to conduct and

manage the affairs and business of the section, including the authorization of all expenditures.

ARTICLE VII Auditing Committee

Section 1. An Auditing Committee of three, of whom not more than one shall be from any one county, shall be appointed by the President at the beginning of his term.

Sec. 2. This committee shall audit all financial accounts of the section and report at the annual meeting.

ARTICLE VIII Annual Meeting

At each annual meeting of the section, the time and place for the next annual meeting shall be determined by a vote of the section, or, the power to name such time and place may be delegated to the executive committee upon vote of the section.

ARTICLE IX Annual Business Meeting

Section 1. The annual business meeting of the section shall take place during the afternoon of the last day of the annual meeting.

Sec. 2. Only those who have paid their dues shall be allowed to vote.

ARTICLE X Amendments

This constitution may be amended at any annual business meeting by a two-thirds vote of the members present; provided such amendment be presented in writing before the last day, and that it is read each day after presentation.

BY-LAWS CALIFORNIA TEACHERS' ASSOCIATION NORTHERN SECTION

CONSTITUTION

Preamble

For the purpose of affording an opportunity for the exchange of opinions upon subjects of special interest to the teachers and other friends of education, for continued mental development, the promotion of closer fellowship and wider sympathy among the teaching fraternity of Northern California, we, the members of this Association, do hereby adopt the following constitution:

Name

Section 1. This organization shall be known as the California Teachers' Association, Northern Section.

Membership

Sec. 2. Any person interested in the cause of education may become a member of this Association by the payment of an annual fee of \$2.

Officers

Sec. 3. Officers of this Association shall be a President, a Vice-President, a Secretary, a Treasurer and an Executive Committee. The Secretary may appoint one or more assistants.

All officers shall be elected biennially, and shall take office January first, succeeding the date of election.

The Secretary shall be given an honorarium, such honorarium to be determined by the Executive Committee and not less than \$100 per year in recognition of services.

The Executive Committee shall consist of the outgoing President, the outgoing Secretary, the

incoming President, the incoming Secretary, the incoming Vice-President and the County Superintendent of Schools of each county holding its institute in connection with the Association.

All members shall be elected annually.

Sec. 3-a. Members of the representative body of the California Teachers' Association that are authorized by the Articles of Incorporation and By-Laws of said Association other than ex-officio members shall be elected by this Association at the same time and in the same manner as other officers are chosen.

Provided, that in electing representatives, the members of the Northern California Section shall always choose one more than the section was entitled to the previous year. In case the membership is not large enough to entitle the section to all the representatives chosen, those chosen shall qualify in order of the number of ballots received by each, beginning with the greatest.

Duties of Officers and Committees

Sec. 4. The duties of the officers of this Association shall be such as usually pertain to such officers.

Duties of Executive Committee

Sec. 5. It shall be the duty of the Executive Committee to prepare programs and make all necessary arrangements for the biennial meetings.

Sec. 5-a. It shall be the duty of the Executive Committee to meet in semi-annual session in 1920 and on the even numbered years thereafter as representing the entire Association as provided in Section 7-a following for the transaction of such business as may come before it, and to cover all legal requirements involved in relationship between the section and the California Teachers' Association. At this time all such business shall be adjusted with the Executive Secretary of the California Teachers' Association who shall be asked to sit with the committee.

Vacancies

Sec. 6. A vacancy in any office shall be filled by the President with the consent of the Executive Committee.

In case of a vacancy in the office of President the Vice-President shall succeed to that office.

Time and Place of Meeting

Sec. 7. At each biennial meeting the time and place for the next biennial meeting shall be determined by a vote of the Association, or, the power to name time and place of meeting may be delegated to the Executive Committee of the Association.

Sec. 7-a. Meetings may be held biennially, that is a combined meeting of the Association may be held on alternate years and meetings of the several county institutes in the section may be held as the county school officials may elect, on alternate years. For purposes of putting this provision into effect, the next meeting of the combined Association, Northern Section, shall be held in 1921, and on each odd numbered year thereafter; the individual counties in the section shall meet in annual institutes in 1920 and on each even numbered year thereafter.

The Section Council

Sec. 7-b. A representative body or local council is hereby provided for, composed of the

members of the Executive Committee, ex-officio; the County Superintendent of Schools of each county in the section; the City Superintendent of Schools of each city in the section, authorized by law to hold a separate institute, ex-officio; and additional representatives elected from each such county, and each such city, by the teachers in annual institute assembled, one representative for each 100 teachers and major fraction thereof, in the county or city who are members of the California Teachers' Association; provided no such county or city shall have less than one representative regardless of number of teachers in such county or city, and regardless of membership in the California Teachers' Association.

Duties of Council

Sec. 7-c. This Council shall meet annually and at such other times as the President may deem necessary, or on call of any five members of the Council. The Council shall serve as a clearing house for the section; shall receive communications from clubs, organizations, or other associations of teachers, or from individual teachers; discuss proposed educational plans, legislative proposals, etc., and recommend to the Federal Council for consideration and action such plans and legislative proposals as it deems to be of section, state or nationwide interest.

Sec. 7-d. The President of the Association shall be the President of the Council; the Secretary of the Association shall be the Secretary of the Council.

Sec. 7-e. Membership. Membership in the Council shall be for two years.

Order of Business

Sec. 8. First day, forenoon, organization; afternoon, appointment of committees. Second day, afternoon, election of officers and location of place for next meeting. Third day, afternoon, report of Committees.

Amendments

Sec. 9. This Constitution may be amended at any annual meeting by a majority of the members present; provided such amendment be submitted in writing and be read not later than the third day of the session and voted upon by the Association during the last day of the meeting.

RESOLVED: That the Executive Committee of this Association be and the same is hereby empowered to take such other steps as may be necessary to carry into effect the organization of the California Teachers' Association, Northern Section.

CALIFORNIA TEACHERS' ASSOCIATION SOUTHERN SECTION CONSTITUTION ARTICLE I

Section 1. Name. This organization shall be known as the California Teachers' Association, Southern Section.

Sec. 2. Purpose. Its purpose shall be to afford opportunity for interchange of opinion upon subjects of special interest to teachers, and to promote the advancement of popular education.

ARTICLE II

Section 1. Condition of Membership. Any teacher or person interested in the cause of

education may become a member of this Association by paying an annual fee of two dollars.

ARTICLE III

Section 1. Officers. The officers of this Association shall be a President, a Vice-President, a Second Vice-President, a Recording Secretary, a Financial Secretary, a Transportation Secretary, and a Treasurer, not more than three of whom shall be from Los Angeles City.

Sec. 2. Duties of Officers. The duties of the officers of this Association shall be such as usually pertain to such officers.

Sec. 3. Beginning of Term and Length of Term of Office. The term of each officer shall begin regularly on the first day of April next succeeding his election and shall continue for one year, or until his successor is regularly elected and installed.

ARTICLE IV

Section 1. Executive Committee. The officers named in the preceding article shall constitute the Executive Committee of this Association, and have charge of the preparation of the program for the annual meetings.

Sec. 2. Advisory Committee on Program. This committee shall consist of six members, the Association president of the preceding year, one superintendent or assistant superintendent of schools, one high school principal, one elementary school principal, one high school teacher and one elementary school teacher. The members of this committee shall be appointed by the newly elected president not later than February 1, and shall hold office for three years, with the provision that of those who shall be appointed for 1915-1916, one shall be appointed for one year, two for two years and the remaining two for three years. Not more than two members shall be from Los Angeles County.

It shall be the duty of this committee to secure information about educators and other social workers; to make and constantly revise a directory of such educators and social workers, which shall contain data as to their fitness as speakers, their specialties as educators or social workers, somewhat of their professional history, together with names of reliable sponsors; to place all information at the disposal of the Executive Committee on request and to secure additional information whenever requested so to do by the Executive Committee.

This committee shall not assume the responsibility for any annual program.

Sec. 3. Auditing Committee. An auditing committee of three shall be appointed by the President at the beginning of his term of office. This committee shall report to the Association at its annual business meeting.

ARTICLE V

Section 1. Time of Meeting. The annual meeting shall be held on such days and at such place within the bounds of Southern California as the Association at its previous meeting may select. If the Association fails to name a time and place for the next meeting, the executive committee may decide.

ARTICLE VI

Section 1. Manner of Amending. This Constitution may be amended at any annual meeting by a two-thirds vote of the members present; provided such amendment be submitted in writ-

ing to the president at least thirty days before the annual meeting, be printed in the annual program, and be acted upon by the Association at the regular business session.

Sec. 2. Such amendment may be amended at the time of action.

ARTICLE VII

Section 1. Departments. Such departments may be organized by the Association as shall be deemed necessary to carry out the purpose thereof. When so organized, each section shall elect its own President and Secretary, who shall prepare the program for their department, and submit it to the Executive Committee for publication.

ARTICLE VIII

The Federal Council

Section 1. This Association shall have power to federate with other organized bodies of teachers in California.

Sec. 2. Such federation shall be accomplished through a representative council.

Sec. 3. The representatives in such Federal Council shall be the President and Secretary of each of the federating bodies and a representative for each three hundred active members, or major fraction of three hundred active members, belonging to each federating organization.

Sec. 4. The Federal Council shall have power to act finally for the federated bodies in matters of state-wide educational policy, and of school law.

Sec. 5. The Federal Council shall have power to provide rules for its own government and to transact any business which does not conflict with or negative the business transactions of the federating organizations.

Sec. 6. The executive committee of this Association shall have power to arrange with the Federal Council for the publication of a monthly official journal for the members of the Association, but shall not have power to contract any debt for such purpose.

Sec. 7. The representatives of this Association shall have power to appropriate a sum of money sufficient to defray the transportation expenses of members in connection with the meetings of the Federal Council, provided that no more than \$450 be expended during any one year.

ARTICLE IX

The Southern Council

Section 1. There is hereby established a Council of Education to be named the Council of Education of the California Teachers' Association, Southern Section.

Sec. 2. Members of the Council of Education shall be elected from the membership of the Association at the annual meeting thereof.

Sec. 3. The members of the Council of Education shall be the President, and Recording Secretary of the Association, one member from each of the nine counties comprising the territory of the California Teachers' Association, Southern Section, one member from each state normal school in the Section, and in the aggregate, in addition to the President, and Recording Secretary, a total representation in the Council of Education equal to one member for

each sixty members or major fraction of sixty members enrolled in this Association.

Sec. 4. The duties of this Council shall include the discussion and shaping of educational policies and desired legislation. The Council shall present such policies and proposed legislation to the California Teachers' Association, Southern Section, at its annual meeting, and the proceedings of each meeting of this local Council shall be reported to the Federal Council, and shall be published in the Sierra Educational News.

Sec. 5. This Council shall meet during the month preceding the meetings of the Federal Council, and every month during the entire session of the State Legislature. Special meetings may be called at any other time, when in the judgment of the President of the Association it seems necessary, or upon the written request of five members.

Sec. 6. Not later than the close of the morning session of the day preceding the last day of the annual meeting of the California Teachers' Association, Southern Section, a nominating committee shall be chosen as follows: One member from each city school district governed by a city Board of Education, employing a city superintendent of schools, and having less than five hundred teachers employed; one additional member from each city school district for each five hundred additional teachers or major fraction of five hundred teachers employed; and one member from each of the nine southern counties of California, except Los Angeles County, which shall choose two members.

Sec. 7. In the event of the failure of any city school district or of any county, to choose

its member, or members, of the nominating committee, the President of the Association shall fill such vacancy, or vacancies, by appointment of a member, or members, present at the annual meeting from such city district, or county.

Sec. 8. The nominating committee shall nominate candidates for the offices of the Association and for membership in the Council of Education, and for representatives in the California Teachers' Association. The nominations made by the nominating committee shall not debar any member from making nomination at the time of the annual election.

Sec. 9. The members of this Council shall begin their services on the date in April of the annual meeting of the Federal Council and shall hold office for the term of four years, provided that as nearly as possible one-fourth of their number shall retire annually.

Sec. 10. In case a vacancy occurs in the membership of this Council, the President of the Association shall fill such vacant place by appointment, and the appointed member shall serve until the next annual meeting of the Council.

Sec. 11. Our representatives in the Federal Council of the California Teachers' Association shall begin their services on the date of the annual meeting of the California Teachers' Association, in April, and shall hold office for the term of four years, provided that one-fourth of their number shall retire annually.

Sec. 12. In case a vacancy occurs in our membership of the Federal Council of the California Teachers' Association, the President shall fill such vacant place by appointment, and the appointed member shall serve until the next annual election.

* * * * *

Some Coming California Meetings

The Bay Section, C. T. A., will hold its annual meeting in Oakland the week beginning October 18th. The program is in charge of the President, Superintendent H. B. Wilson of Berkeley. Already a number of prominent Eastern speakers have been secured, including Dr. W. C. Bagley of Teachers' College, Columbia University; Miss Jessie Burrall, Chief of School Service, National Geographic Society, Washington, D. C., and Professor Howard R. Driggs, Professor of English at the University of Utah.

In addition to a number of counties immediately around the Bay, certain other counties will affiliate, and participate in the benefits from Eastern speakers who will be sent to them. Among these counties are Stanislaus, Napa and Sonoma.

The Central Coast Section will meet in annual session at Santa Cruz or Asilomar on the same week, October 18th. Four counties will combine, including San Luis Obispo, Santa Cruz, Monterey and San Benito. The program is in charge of the President, Superintendent W. J. Cagney of San Benito County.

The Southern Section, C. T. A., will meet at Los Angeles the week of December 20th. Announcement of speakers and topics will be made in our October issue.

The California Council of Education will meet in Los Angeles on Saturday, October 9th. The Board of Directors will meet on Friday evening, October 8th. This is the semi-annual meeting of the Council.

The City and County Superintendents' Convention has been called by State Superintendent Will C. Wood to meet in annual session the week of October 4th at Riverside. The Mission Inn will be headquarters.

A conferences on teacher training agencies will be held at the University of California in Berkeley, September 16th, 17th and 18th, under the direction of State Superintendent Will C. Wood. A similar conference was held last year and proved exceedingly beneficial. Particular attention will be given at this session to the matter of teachers' colleges, and to the delinquents and defectives. Representatives of the various teacher training institutions will participate.

JUNIORS' PRIZE BIRD DIARY COMPETITION

DR. FREDERICK W. D'EVELYN,
President Audubon Society of the Pacific

Birds are state and communal assets we must learn to value. Appreciating the significance of such a claim, the Audubon Association of the Pacific inaugurated the above activity covering a period from April 10th to May 22nd, of this year. The competition was open to all pupils attending either public or private schools. No area of limitation was imposed; naturally California was expected to present the most active field of contribution. A series of printed directions how to conduct the records were issued and freely distributed to schools, bird clubs, also by reprints in the press and magazines.

While the effort was at one and the same time initiative and experimental, and was not expected to be "startlingly received or appreciated," yet it must be admitted that the results secured and the interest awakened, fully justify the conclusion that such an activity was not merely novel and attractive, but was capable of being expanded into a factor of positive educative and economical value.

Educationally considered, the contest revealed on the part of not merely advanced grade pupils (ages 17 upwards), but of many "educators," such a limited appreciation of the existence of birds (not to mention their purposes) that the entire field was for them literally a terra incognita, unheeded and unknown. Such an attitude in a great agricultural state such as California is akin to a calamity, a veritable misdemeanor. The fact is lamentable and proves the need of all possible stimuli that will serve to hasten a much needed reform. We offer no criticism; simply state conditions, being persuaded that facilities and "machinery" will alike be in evidence as the need becomes more appreciated and the claim more fully recognized.

The National debt from loss by insects alone in the United States totals a little over 800 millions annually. Education is certainly lax if it fails to impart a knowledge of the "factors" that may be useful in combating such a tax. Man evidently needs some of Nature's assistants in such an effort. Birds are "first aids" in such a service. "To know birds" is an essential, not merely a pastime.

Even in this early venture, the interest displayed and work done by the children is most commendable and affords abundant evidence of their appreciation. Marked devotion to the

details of the competition show a real desire to have a "knowledge" of the birds they see around them. Many of the parents and teachers have also entered heartily into the work. Local and country papers have offered favorable comments and tendered co-operation.

The American Forestry Association, Washington, D. C., admitting the utility of the method, have offered a series of National Ribbons to be given—as Sectional Awards. These will be placed where merit admits for best in district, or one to every fifteen complete diaries sent in by any one school or section. The International Harvester Co. of Chicago have placed a number of sets of new Illustrated Charts to be used as far as possible for "group instruction."

Competitors winning "Honorary" or "Very Highly Commended" Diplomas, will be enrolled for one year as Junior members of the Audubon Association of the Pacific, and enjoy all the privileges of the Association. These Sections, also those obtaining the "Commended" Diploma, will receive the official badge of the A. A. P. The competition will be an annual feature. The Judges were: Harold F. Hansen, Miss Eva Griffin, Miss Elizabeth L. Burnell, Carl R. Smith, and Frederick W. D'Evelyn.

In awarding Diplomas the Judges graded the competitors into two classes: No. 1, up to 12 years of age; No. 2, over 12.

Five hundred entry lists were circulated and applications came from San Francisco, Oakland, Berkeley, San Jose, Santa Cruz, Hopland, Whittier, Gilroy, Coarse Gold, Petaluma, Manor, Mill Valley, Campbell's, Glenwood, Palo Alto, Heber, Fillmore, Sonoma, Piru, Lakeport, and Enniskiller, Ireland—diary of a San Francisco pupil traveling during vacation, to be reported later.

A GARDEN IDYL*

KEITH ROLLER, Age 14

The Lay of a Poet in a Wheeled Chair A short sketch of my life:

I was born in Palo Alto, California, August 21, 1905. I was sick most of my life when I was young and did not go to school until I was seven years old, and have had to miss a great deal since on account of illness.

I did not become interested in bird-life until three or four years ago, when we changed our garden and put in pools, fountain, bird houses and a miniature waterfall. In our garden we have two ponds, with ferns and leopard-lilies at one end and wild strawberries at the other.

* Written by request of Chairman Judges' Committee.



with a Japanese plum tree between. We have a lot of baby gold fish, which a friend raised, in one pond.

Back of these pools is a high privet hedge which prevents people from looking into our garden, for we eat out in the garden all summer long—have our table and chairs out here, and a big awning over all to keep off the sun.

Between the place where we eat and the ponds is a bird fountain and a Japanese rice bowl in which we keep goldfish. At the end of the pond, with the strawberries, is a big cage in which we have a chipmunk which some friends brought from Fallen Leaf Lake. We have had him about two years and he is just now getting tame enough to eat out of our hands.

In between the two ponds, back of the Japanese plum tree, my father made a wooden frame and, cementing cobblestones over the frame, he then ran a pipe into it, and we have a miniature waterfall and when it is running can easily imagine ourselves in the woods. He has it covered with ferns and wild flowers.

These pools, fountains, etc., attract many birds and it was in my own garden that I saw most of the birds in the list I sent you.

I first became interested when a friend gave

me a "Western Bird Guide," and another one gave me "Bird Notes Afield."

In a walnut tree outside our home a black-headed grosbeak has built its nest for three years. My father has had an Anna hummingbird on his finger while it was bathing in the spray of the bird fountain.

While our cherry trees are bearing we have to keep them covered with mosquito netting to prevent the birds, especially the house-finches, from eating them. Father caught one that had gone in the netting and couldn't get out, and after he showed it to me let it go again.

About a year ago a pair of chickadees began to investigate one of the bird houses. About a week later we saw them pecking at the little door and afterwards we learned that they were trying to make the hole larger so they could fly in without stopping.

This is more a sketch of my garden than of my life, but I thought it would be more interesting than my life which has been spent in a wheel chair, and has been a series of ups and downs as to health.

KEITH ROLLER, age 14.

ON TEACHING ENGLISH

LAURA B. EVERETT,

Berkeley, California

*A child I loved the sea; and many a day
I dreamed to dusk beside the echoing
strand;*

*Adventure-questing voyages I planned,
Exultant years on Ocean's pathless way.
No night so dark, no threatening storm so
gray*

*But my good ship, obedient to my hand,
Should ride the waves, or, where soft
breezes fanned,
Rest by the opening portals of Cathay.*

*In this my little boat I breast the shore
Where children gather wondering, eager-
eyed,*

*To watch the galleons anchoring in the bay.
Far reaches may their eager youth explore;
Content in shallow waters I abide,
If I may see them launching toward Cathay.*

—In The English Journal, February, 1920.



EDUCATIONAL LITERATURE

The Class-Room Teacher at Work in American Schools—By George Drayton Strayer and N. L. Englehardt, both of Teachers' College, Columbia University. American Book Company. Pages 400. Price, \$1.48.

This is a recent book in the American Education Series, edited by Dr. Strayer. The chief value of the volume lies in its direct and simple presentation, and corresponding brevity. It will prove of value in the hands of the busy class-room teacher and the superintendent as well. To the former it carries the last word on the findings in some of the more important educational advances. In addition to somewhat general discussions as to the place of education in a democratic society, and the organization and supervision of schools, there are added chapters on training for citizenship and teaching children to study, and discussions of the more technical side, as records and reports. Auxiliary educational agencies, including libraries and play-grounds, the school plant and its equipment, are treated.

The chapter on the classification and progress of children and measuring the achievements of children, with the attendant tables and scales, should be carefully studied. The bibliography, references for reading and questions all lend breadth and value to the book.

A Quaker Singer's Recollections—By David Bispham. The Macmillan Company. Pages 400. \$4.50.

Any mere notice of this book, however extended, would be an inadequate exhibit; its wealth of wisdom, its musical love, its fine idealism along with a plain Quaker common sense. It is a story of almost 50 years' devotion at the shrine of music. David Bispham was a singer known and loved from sea to sea of the states, and from the gulf to Canada; from Europe to Australia. His repertoire was astonishingly large and varied. Among his friendships may be found the great artists of the last 40 years—Patti, Jennie Lind, Max Heinrich, Theodor Thomas, Salvini, Sir Henry Irving, John Sargent, Melba, the de Reszke brothers, Damrosch, Schumann-Heink, Nordica, Klafsky, Emma Eames, Beerbohm Tree, Millais, Alma-Tadema, Ellen Terry, Mrs. Burnett, Calve, Albani, Campanari, Dudley Burk, de Koven, Van Dyck, Gadski, Ben Davies, Kipling, Bernhardt, Sembrich, Madame Lehman, Carnegie, Ysaye, Saint Gaudens and Joseph Jefferson. With all of these there was not the casual meeting only, but a personal and often an intimate acquaintance extending sometimes over years. Scattered through the volume are professional and social incidents, character descriptions, sympathetic estimates of their artistic services, etc. One comes from a reading of the "Recollections" with a keen sense of Mr. Bispham's contribution, in his life and in his book, of two fundamental notions. The first is the fact that success, such

success as Bispham attained, in the fine arts, call for an enormous self-discipline, an unbroken devotion of hard and taxing labor, a singleness of purpose that brooks no interruption. From the record it appears that he took part in 25 plays; gave 58 character impersonations; of orations, cantatas, madrigals and part songs had at command 200 or more, besides 1400 songs each rendered many times, making a total of about 1700 titles. A second observation is that everywhere and throughout his long career, he emphasized to youth and the general public the virtues, the humanizing, spiritual qualities of music, and especially song; the possibility and the need of a popular appreciation of music and the best music; that the joy in it is not for the few only but for the many. In this sense it is a valuable book for teachers. Its English is fine. He frankly glories in his theme and his career. It is thoroughly wholesome.

Vocational-Cultural Reader—By Benjamin F. Moore, Indiana State Normal School, Muncie, and Helene Edwards, former teacher of English, Muncie City Schools. D. C. Heath & Co. Pages 427.

There is much need of well organized material to be used as suggestive in a study of vocational lines, but this, to be effective, must have literary value. This Vocational-Cultural Reader provides, not only material that is progressive in its nature, but the selections are such as to lend strength to the literature side and information as well. It will find its place particularly in the Junior High School. Most of the selections would fall under the non-fiction head. There are many illustrations along the line of occupations and trades, to show the direct connection with the industries. All in all the volume is a distinct contribution to a field hardly as yet invaded.

The Frye-Atwood Geographical Series. Book One by Alexis E. Frye. Pages 264. Book Two by Wallace W. Atwood. Pages 304. Ginn & Company.

Not for twenty years has a series been published that marks a more notable advance in the presentation of geography than the Frye-Atwood Geographical Series. Here at last is a series that in its organization keeps pace, step by step, with the child's growing powers and interests. There is none of that repetition in the second book of the series that has characterized other series of American geographies in the treatment of continents. While the co-authors are jointly responsible for the entire series, each has taken one book as his special responsibility and has contributed to it his special gifts, personality and viewpoint. Book One gives a simple presentation through the story approach of just those fundamentals of physical geography, mathematical geography, map read-

ing and political geography that the pupil needs as a background for his later work. Book Two, on the other hand, presents geography from the regional point of view. In this way the interest of the pupil is enhanced by a text which advances with his mental development. Mr. Frye makes human geography the keynote of his treatment—the geography that determines how people live, especially how they feed, clothe and shelter themselves. Trade and industry receive much attention. The correlation of geography with history, government and nature study is constantly shown, and always in a way that makes clearer and more understandable the underlying significance of geography. Geography is presented as a series of simple, interesting problems. Text and questions encourage the child to think for himself. In Book Two Mr. Atwood gives the first regional geography written for American schools. The sets of five colored maps which accompany the study of each continent have been especially made from this point of view. Almost every lesson can be taught with the book wide open. The problem method is followed throughout, and much of the class work is in the form of directed study in which the children work with pictures, maps and text before them. The lifeless recitation of memorized facts is avoided. Throughout the series human geography—the way people in the different parts of the world live, and why—is the keynote. The physical features, climate and resources of a country are always studied in the light of their influence on the life of the people. As supplemental texts, these books will be found especially helpful, because they give an up-to-date treatment of the European nations and the changes that have recently taken place.

Handwriting Scales and Standards—Zaner & Blosier Company; 25c; the set of three, 50c.

Scales and standards of handwritings are the result of need and demand. Superintendents and teachers need concrete illustrations and helpful aids to determine the progress, quality, and value of writing, and to be supplied with definite, practical, authoritative standards of accomplishment according to grade and condition. These are needed to show and define the essentials of form, as determined by legibility and sightliness; of movement, as determined by position and motor impulses; and speed, as determined by mental alertness and manual dexterity. The average teacher needs guidance in ascertaining the qualifications of her pupils in order to measure her own success. By an exhibit of graduated specimens of handwriting from very poor to excellent, the Zaner Handwriting Scales and Standards establish standards in form and speed for passing grades as well as for special certification. Scale one, exhibits writing done in grades one and two, and contains brief suggestions concerning the essentials of position, form and movement. Rate of speed is indicated and quality of line shown. Size is illustrated and both pencil and pen technique given. The primary teacher here sees ideals executed by pupils six and seven years of age. Scale two shows the actual writing of grades

three and four. It, too, contains terse instructions and brief suggestions concerning position, movement, and form. The rate of speed is given as well as different qualities of movement and form. The fundamentals of position, movement, and form are stressed in the order in which they are named. The grammar and high school scale shows qualities as well as styles of handwriting. The printed instructions epitomize essentials and emphasize the importance of position and speed as well as of form and movement. The scales (three in number) are 16x21 inches, printed in two colors on high grade writing paper stock. They will render a real service to teachers in securing results with their pupils.

Wonder Stories. The Best Myths for Girls and Boys—By Carolyn Shermin Bailey. Pages 344. Milton Bradley Co. Price, \$2.50.

Miss Bailey's books are so well known to the readers of this magazine that an extended review of the method employed in presenting "Wonder Stories" would be superfluous. Miss Bailey is the author of such books as "Tell Me Another Story," "For the Story Teller," and so forth. She has gathered together in this volume stories from ancient mythology that make their appeal to young and old alike, and has recast them in simple and direct language, and has presented them in her fascinating fashion. In these stories is the foundation for the appreciation of good literature, and for those things classic that should endure. There are included, among other delightful tales: "Cadmus, the Alphabet King," "How Perseus Conquered the Sea," "How Orion Found His Sight," "When Phaeton's Chariot Ran Away," "Medea's Caldrion," "When Pomona Shared Her Apples," and 32 other stories equally interesting. As usual, the book is illustrated with several full-page color prints, these by Clara M. Burd. No public or private library but would be enriched by adding a copy of "Wonder Stories."

Everyday Arithmetic, Revised Edition—By Franklin S. Hoyt and Harriet E. Peet. Houghton, Mifflin Company. Primary Book; pages 278; 72c. Intermediate Book; pages 278; 76c. Advanced Book; pages 326; 88c.

The superintendent, principal, teacher or parent who imagines there is nothing "new under the sun" in the teaching of arithmetic, will see "light" if it is his good fortune to use the Everyday Arithmetics. The authors have to a refreshing extent, ignored tradition and brought in facts from everyday life in a way that will at once secure the interest and attention of the child. The following topics will illustrate how the series is "linked up" with the work-a-day world: Primary Book—Playing Clerk; Sharing with Others; Weighing Groceries; Railway Travel; At the Candy Center; Earning Money; Drawing Garden Plans; Measuring Building Lots. Intermediate Book—Making Change; Sending Money by Mail; Buying Thrift Stamps; Athletic Records; Household Supplies; Owning an Automobile; Drawing Plans; Furnishing a Home; Planning Journeys; Working at a Trade.

All three books of the series offer an abundance of drill work presented in the most thor-

ough-going and scientific way. The many "Speed and Accuracy Tests" and "Tests with Graded Practice" throughout the series furnish a wealth of material for either regular or supplemental work, while the "Progress Score," at half-year intervals, provides a cumulative "checking up" on the work of the term.

The Primary Book, intended for use in the third and fourth years of school, aims primarily to give pupils a thorough mastery of fundamental number facts and processes and their simpler application to everyday experiences. The problems and exercises are grouped by situations taken from actual experience, so that a child meets number as vitally related to his home and school interests. Each new process is taught in connection with a concrete situation requiring its use. Each group of problems is centered about a familiar activity.

The Intermediate Book, intended for use in the fifth and sixth years of school, has for its chief tasks the development of skill in the fundamental processes and a knowledge of common and decimal fractions with their applications to useful problems. Each new arithmetical topic is taught in relation to its everyday use. Each main subject is treated informally before rules and definitions are given. The emphasis is laid on common business fractions, on decimals of two and three places, and upon problems that are met with in life. To bring the work close to the interests of the pupils, the problems have not only been taken directly from experience, but they have been grouped under large topics of vital interest to boys and girls.

The Advanced Book is intended for use in the seventh and eighth grades. Continuing the plan of the series, its chief aim is to give pupils power to use number efficiently, as it occurs in everyday life. The preceding books have laid emphasis on home and school interests; this book reaches out into the world of business, industry, and civic affairs.

The Everyday Arithmetic series is distinctly "different". Without neglecting drill the authors have certainly provided just the material for arousing the interest of any class in a proverbially dry subject.

Guide to Composition—By James F. Royster and Stith Thompson. Scott, Foresman & Company. Pages 204.

That there is, especially among students, a prevailing ignorance of the principles and the practice of effective English expression calls for no argument. The right practice may be acquired by imitation, provided the social environment affords right practice. But for the great majority of youth, somewhere through the years, there must be systematic, purposed, persistent effort to give, and to drill in, the correct forms. "If the teacher of composition hopes to develop in his pupils a language conscience (what DeGarmo calls a language consciousness) . . . he should put down before them a clear exposition of the nature of the standard written language, and he should make plain to them the difference between its nature and that of colloquial language." Such results this little book and a volume of practical sheets for English composition to accompany seek to

accomplish. Punctuation, spelling, sentence structure, grammar and diction, all receive detailed and, it would seem, sensible attention. The practice sheets (perforated) follow the same order, and afford a wealth of carefully selected exercises. Perhaps these exercises make too much use of the traditional and now generally discredited "fake syntax" method. Nevertheless the lessons are suggestive of sound principles of language usage.

The Worker and His Work. Readings in present day literature, presenting some of the activities by which men and women the world over make a living, compiled by Stella Stewart Center, Instructor in Secretarial Correspondence, Columbia University. J. B. Lippincott Co. Pages 350. Price, \$2.

There has been brought together in this volume in Lippincott's School Text Series, edited by William F. Russell, a series of stories by authors of known reputation, such as Henry Van Dyke, Maurice Maeterlinck, H. G. Wells, O. Henry, and others. The compiler understands thoroughly the need for presenting to young people who are seeking to "find themselves" and to adjust their studies and investigations that they may get into their proper niche in life, proper material of a literary and vocational nature. The stories brought together are masterpieces of their kind and have to do with the real work of the world, such as pertains to agriculture, forestry, business, salesmanship, advertising, and like matters. The interest is aroused and sustained throughout, as the student will see the romance of modern work woven through the stories. There are numerous full-page illustrations, characterized by strength and teaching power. The appeal may be made, not only to the High School boy and girl, but to the reader in the upper grammar grades, and the book may well find place upon the library table in any home. Indeed, anyone may read the book with a thorough conviction that it has educative value.

Rational Arithmetic—By George P. Lord. The Gregg Publishing Co. Pages 151. Price, \$1.20.

The Gregg Publishing Company is doing a distinct service through the publication from time to time of most excellent books, particularly with reference to business and commercial lines. A recent out-put on Rational Arithmetic approaches the subject from the standpoint of business activities in the work-a-day world. The book is intended primarily for High Schools of Commerce and Business Colleges, and is more advanced than the texts used ordinarily in the grammar grades. As stated in the Preface, the book is purely "A vocational work, and aims to teach the 'how,' rather than the 'why.' It is a reference book of commercial operations, rather than a method of presentation, and should be so used." Part I of the Arithmetic offers numerous practical exercises, arranged in the order generally accepted. Part II contains illustrated solutions covering the entire field of the commercial phases of arithmetic, the methods used being those of business.

NOTES AND COMMENT

New York City may be an expensive place in which to live. In any case, the state and city have stepped to the front in the matter of teachers' salaries. The recent passage of the Lockwood-Donohue bill in the New York Senate appreciably increases salaries. In New York City the following schedule will prevail, each teacher receiving an immediate increase of \$600:

Teachers in kindergartens and up to Grade 6B, 1500 minimum, with maximum \$2875, reached in 11 annual increments of \$125 each;

Grade 7A to 9B, \$1900 minimum, \$3250 maximum, to be reached in nine annual increments of \$150;

Assistants to Principals, \$3400 minimum, \$3600 maximum, reached in two annual increments of \$100;

Principals of Elementary Schools (404 in New York City), \$3750 minimum, \$4750 maximum, reached in four annual increments of \$250 each;

Assistant teachers in high and training schools, \$1900 minimum, \$3700 maximum, reached in 12 annual increments of \$150 each;

First assistant teachers, \$3200 minimum, \$4200 maximum, reached in five annual increments of \$200 each;

Principals of high and training schools, \$5500 minimum, \$6000 maximum, reached in two annual increments of \$250 each.

In Connecticut, as elsewhere, the scarcity of trained teachers has called forth an aggressive campaign to save the schools. The Connecticut State Teachers' Association is sending out from time to time large post cards, bearing S. O. S. messages. Message No. 1 states that over one-fourth of the teachers in Connecticut during the past year were not trained for teaching, having studied at neither Normal School nor College. The enrollment in the Connecticut Normal Schools dropped from 900 in 1916 to 465 in 1919, and graduated only 182 teachers in June. Connecticut thus faces a shortage of teachers this fall. How could it be otherwise when we read in message No. 2, a letter from a Connecticut teacher as follows:

"Personally I think teaching is the finest profession there is, but I do dislike to be held up as an object of pity. Can a teacher feel self-respecting when her total income for the past four years' work has been slightly over \$1600?"

This teacher is scheduled to receive less than \$600 the coming year.

Dr. Frank E. Spaulding, who leaves the Superintendency of the Cleveland Schools to become head of the Graduate School of Education at Yale University, recently made a farewell address in which he pointed out some very salient facts regarding the teaching profession. Among other things, he said:

"Teaching is predominantly a transient occupation. Large numbers who enter it have no thought of continuing in it. And many who are

in the profession, though they remain in it for years, have constantly in mind the thought of going into other work. In the spirit and purpose of its members, the profession is overwhelmingly transient and it suffers the usual advantages and disadvantages that attach themselves to a transient profession. Just now these are accentuated. They include: a relatively high initial wage; low requirements of professional preparation; a relatively low ultimate wage which may be attained in comparatively few years; comparatively slight inducements, financial or otherwise, to stimulate professional growth in the service.

"The public does not have for the teaching profession the same respect it has for other professions. Its feeling is tinged with sympathy and condescension. The attitude with which one enters the profession and continues in it has far-reaching significance. Those who want to remain in teaching and make it a life career can do much to elevate the profession. Instead of congratulating those teachers who are ambitious for promotion and who win promotion without qualifying themselves to justify or realize their ambitions, other teachers should insist that all promotions be deserved. At present there is lacking a vigorous professional attitude to check unjustified ambition."

Former Superintendent J. H. Francis of Los Angeles, more recently Superintendent of the schools of Columbus, Ohio, is leaving the profession to enter that of the motion picture, in the capacity of lecturer on the educational value of motion pictures. Mr. Francis has long had a keen interest in this field as an educational medium, and will be able in his public addresses to bring before hundreds of thousands of people the increasing value of the motion picture in education. It is reported that the salary inducement is very much greater than that attaching to the Superintendency. Mr. Francis is only one of a large number of prominent men who are leaving the profession. His work will be followed with great interest.

An event which perhaps has never been duplicated in the educational world occurred at Oakland, California, on the evening of June 9th, when the principals of three Grammar Schools retired after a combined service of 103 years in the schools of Oakland, and 125 years in the profession of teaching. These three men were: S. P. Meads, retiring Principal of the Cole School, who, at 71 years of age, has now served 40 years in Oakland; S. G. S. Dunbar, retiring Principal of the Durant School, who has seen 33 years of service in Oakland, and has taught 55 years in California. His age is 77 years. J. C. Gilson, 76 years of age, retiring Principal of the Longfellow School, with 30 years of service to his credit in Oakland.

These veteran educators, who have seen tre-

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For each year—fourth, fifth and sixth grades—there are twenty Projects and around these are interestingly woven the fundamental instruction in language and grammar and various original exercises on thought-getting and observation, organization of ideas and outlining, conversation and formal talks, study of models, correct usage, writing of letters and paragraph themes, exercises in criticism, technical matter, copying and dictation, dramatization, oral work, dictionary work, games and drills for word study, and handwork. The socialized recitation is an important feature of this book.

The spirit of Americanism pervades the entire book. Each year's work begins with the pupil's salute to the American Flag and his pledge to use good English. At intervals are such projects as Choosing a National Emblem, Presenting a National Pageant, Arranging a Flag Day Program, Writing a Story about America, and Choosing a National Hero. From the first to the last lesson in the new Bolenius, an attempt has been made to implant in the youthful heart an undying spirit of patriotism.

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mendous developments, not alone, in the educational system in Oakland, but in the state at large, were given a banquet in appreciation of their services. Miss Elizabeth Arlett, President of the Principals' Club, presided. Miss Elizabeth Sherman, Principal of the Jefferson School, acted as toastmistress.

Addresses were made by Superintendent Fred M. Hunter, Robt. M. Fitzgerald, a student of Mr. Meads' at the Oakland High School; Floyd Gray, President of the School Board of Oakland. There were other addresses and reminiscences offered by some of those who have seen service with the retiring Principals, including Principal Lorenzo D. Inskeep.

The three veterans responded in turn, and threw some interesting side lights upon the early days in the Educational Department in Oakland and in the state. These men are well known, and each has made a valuable contribution. Mr. Meads is a chemist of considerable ability and has written extensively on this subject. Mr. Gilson has acted as County Superintendent in the state and as former Superintendent of the Schools of Oakland. Mr. Dunbar has held important posts. All are recognized as progressives, even today. The event is perhaps unique in the annals of education.

One of the most interesting and instructive conferences held during the summer months was the Pacific Coast Conference of the Educational Department of the Victor Talking Machine Company. This took place in San Francisco, July 19th to 23rd, under the auspices of Sherman, Clay & Company, distributors for the Victor people. The conference was in direct charge of Mrs. Frances E. Clark, Head of the Educational Department, Victor Talking Machine Company. Other Victor educational representatives assisting in the conference were Miss Margaret Streeter, Miss Emily Rice, Miss Hallie Owen, and Mr. S. Dana Townsend. Others who contributed included Mr. Walter Garlan, Traveling Department, Victor Company; Miss Caroline Hobson, Stewart Talking Machine Company, Indianapolis, Ind.; Mr. Arthur Garbett, formerly Editorial Department, Victor Talking Machine Company; Mr. Glenn Woods, Supervisor of Music, Oakland; Dr. John Landsbury, University of Oregon; Arthur H. Chamberlain, Secretary California Teachers' Association.

The place and purpose of music in education, and the way in which the Victrola may serve in an educational capacity was strongly set forth in a series of addresses by Mrs. Clark. No one in the country has made a more detailed or thorough study of the value of music in education than has Mrs. Clark. That the Victor Company have done so much in the matter of music appreciation is due in no small degree to her efforts. She showed how the Victrola could be used for music appreciation in dealing with little children, and pointed out how music correlates with geography and other school subjects. Miss Streeter enlivened her lectures on the need of music in child life by concrete illustrations through the use of appropriate records. Miss Streeter has done so much recently in bringing music to the atten-

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"WORLD GEOGRAPHY CLASS"

University of California, Southern Branch criticizes FRYE-ATWOOD GEOGRAPHIES.

Miss Myrta L. McClellan, Special Teacher of Geography in the University of California, Southern Branch, during the recent summer session asked her students in the "World Geography" class to write criticisms of the Frye-Atwood New Geographies—sets of which were accessible on the reference shelves. In turning over these reviews to Ginn & Company the publishers, Miss McClellan, writes:

"In justice to the situation let it be said that the criticisms were written without any reference to the virtues or lacks in the books by me. This should make the findings more valuable to you. You will perceive that the sentiment is highly favorable in the main and especially in the really thoughtful reviews. For myself I wish to express my real sense of obligation for the contribution these geographies make to the problems of the teaching of the subject. The down-to-the-minute material, the accurate and plentiful maps, the fresh and pertinent illustrations make of them a delight."

Following is one of the student's criticisms. All were interesting and others may be published in later numbers of the Sierra Educational News:

"'The World Lies Before Us' is the epitome of the new geographies by Atwood. And such a world. For a long time I have

prided myself on my ability to make my pupils love our universe. But I never even gave them a glimpse, and yet I thought, as did everyone in our 'system,' that our books were excellent. Now I am anxious to get these books and start again. Won't we all have oodles of fun? The index contains an especially fine pronouncing vocabulary. How clear and splendid are the graphic illustrations of the trade routes! It not only maps them out but tells what is carried over them, and the length of time taken to cover them. Geographical explorations, which so fascinate the youngster (and his teacher) are given. Mountains, their height and location, natural resources, surface features, regional geography and maps, comparative maps, other maps and pictures galore are treated in such a way that no one can resist following.

The manner in which the book is written is so simple that the youngest child will have no difficulty, and even the adult will not find fault with the conversational tone.

Human geography is the keynote of the series and the problem method employed. I will, as I said before, be delighted to present this book to my pupils. Of course, I cannot hope to get my superintendent to buy them, but I can use them for reference, which will do almost as well."

tion of those who have charge of rural schools that any word she may say on the subject is considered authoritative.

Mr. Garbett during the various sessions gave a series of talks on record analysis which were highly appreciated. There were additional lectures and discussions on the vitalizing of the various subjects through the medium of music. The illustration of stories for children through record presentation, singing games, songs for camp singing, folk dancing, the function of Victor dealers in bringing the best to the schools of the country, and like important matters, received thorough attention. Mrs. Clark was upon the program at each session to answer questions.

This conference was called particularly for the benefit of Victor dealers throughout the Western territory. It will do much to bring together these dealers and the school authorities who are interested in securing only the best in music for their schools.

With the De Vry Projector and the De Vry Generator, the motion picture may be shown in the little red schoolhouse, or out in the country, or to men in the desert, or in fact anywhere that a Ford motor or truck may be taken. The De Vry Corporation has adapted a generator to fit under the hood of a Ford car or truck so that by driving the car close to a schoolhouse, or a church, or a hall (or to a screen if out in the open), and by running a cord from the dash of the car through a window of the building to the Projector, you can show motion pictures of professional quality. Full particulars will be sent to anyone interested. Address the De Vry Corporation, 1248 Marianna street, Chicago.

Dr. Jeremiah Rhodes, for a number of years Superintendent of Schools of Pasadena, and who last year was succeeded by Superintendent West, has been elected to the Superintendency at San Antonio, Texas, at a salary of \$6000. Dr. Rhodes speaks of the position as "a man-sized job." San Antonio is a city of upwards of 100,000 people. Dr. Rhodes succeeds Superintendent Meek who is one of the leading younger Superintendents in the country.

The California Typothetae held its fourth semi-annual convention in Stockton on August 20th and 21st. The convention took a strong stand in favor of printing as a regular subject of study in the schools. It was the general sentiment that printing should be taught not only in the regular day and evening schools, but in the continuation or part-time classes to be established throughout the state during the coming term. A forceful address on "Are Printing Departments of the Public Schools of Real Value to the Profession, and if Not, What Can Be Done to Make Them More Efficient?" was given by Joseph Phillis, late Instructor of Printing in the Pomona High School.

The following resolution introduced by Geo. W. Pulich of Stockton was unanimously adopted:

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Mr. Nathan Behrin creates new World's Record on court testimony, writing 324 words gross, and 322 words net, a minute, and made but three errors.

At the Forty-fourth Annual Convention of the New York State Shorthand Reporters' Association, December 30, 1919, Mr. Nathan Behrin created a new World's Record in Shorthand, by writing 324 words gross and 322 words net, a minute. The contest which was held under the auspices of the Certified Shorthand Reporters' Society, had been given wide publicity and was open to all, and writers of all the leading systems competed.

It is worthy of note that the record for solid non-court matter tests in this country is held by Mr. Behrin at 220 words per minute.

The result of this contest furnishes further proof that the highest speed and accuracy is inalienable from the Isaac Pitman Shorthand.

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 I am going into the State of New Hampshire as State Supervisor and will spread the "Gospel" of Good Teeth—Good Health, and am sure that you will help me in the good work.
 Sincerely,
 (Signed) (Name on request)

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COLGATE & CO.
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 Gentlemen: I desire to thank you for the great interest you have shown in our school work.
 I assure you it is appreciated by the School Department. Also it has proved an unusual interest among the children to whom the tubes have been distributed.
 Thanking you again for your co-operation, I am, very truly yours,
 (Signed) (Name on request)



—AND WATCH FOR CONTEST

In many magazines in October—including Primary Education—we will announce a photographic contest for children. This is based on photographs of store windows containing a display of Ribbon Dental Cream.

Your pupils will be interested in this—and it will no doubt give further stimulus in your classroom toward "Good Teeth—Good Health."



Has Your School a "Good Health Club"?

If not, now is the time to form one.

THE beginning of the new school year offers you a real opportunity for getting and holding the children's interest in their Hygiene class by forming another "Good Health Club."

In this important work you will find Colgate's Educational Material decidedly helpful.

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To help you teach "Good Teeth—Good Health," the following educational material will be sent you once each school year, free of charge, if you will fill out the accompanying coupon correctly and mail it to Colgate & Co. This material consists of free trial tubes of Colgate's Ribbon Dental Cream, Reminder Cards for your pupils (instructive home reminders to brush the teeth) with teacher booklets and other practical suggestions to aid you in stressing the urgent need of this daily habit for health.

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Say you saw it in the Sierra Educational News

Whereas, It is the policy of the State of California to encourage education for industry and through the offices of the Superintendent of Public Instruction and of the Commissioner of Industrial and Vocational Education to co-operate with the schools throughout the state in extending the work; and

Whereas, During the coming year continuation or part-time classes will be established throughout the state for the further education and technical training of young people working in the various industries; and

Whereas, There is a need not only for more printers, but for better trained printers in the various branches of the industry, and as the schools may help to supply this need; now, therefore, be it

Resolved, That the California Typothetae recommends that the local Typothetae throughout the state appoint committees to offer their co-operation to Boards of Education to the end that the printing taught in the schools may be a real preparation for the industry; be it further

Resolved, That the President of this organization be authorized to appoint a committee of five on Education, whose duty it shall be during the coming year:

1. To take up with the State Superintendent of Public Instruction and the Commissioner of Industrial and Vocational Education the matter of a standardized course of study in printing;
2. To make practical suggestions to school officials and to the local Typothetae in regard to teaching printing;
3. To encourage the local Typothetae to co-operate with Boards of Education in developing practical courses in printing;
4. To submit a report with recommendations at the convention to be held in 1921.

A school bond election for \$9,500,000 is not an every-day happening. The successful carrying of such an election is anything but common. When the recent Los Angeles City bond election for this great sum recently passed, with a vote of 14 to 1, and, in many localities, even better than that, the high water mark was reached. There was intense enthusiasm manifested during the campaign and in the election. The children, the teachers, the Superintendent and the citizens all are to be heartily congratulated. This will mean much for the progress of education in a city which has always been progressive.

In the schools of the future an educational film library will be as important a part of school work as is the reference book library of today. No educational advance for the year will mean more for the schools than the work of Henry Ford in establishing the "Ford Educational Library" for the production of educational films. The first issue of this library will be available for any school in the United States on September 1st. All subjects will be worked out by educational experts who have made a special study of the needs of the schools.

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Films from the library will be available for the use of the schools of any nation.

The Ford Library will offer to leaders in education throughout the nation facilities for the production of carefully edited films for school use. The first issues are but a part of the output that will follow, covering the entire field of visual education. Distribution and general subscription arrangements will be supervised by Messrs. Fitzpatrick & McElroy, 202 South State street, Chicago, Illinois.

The making of this film library will in no way conflict with the entirely separate production and distribution of the "Ford Educational Weekly," which, as a popular means of general entertainment and instruction, has proved itself of lasting value. Special buildings containing all necessary and up-to-date laboratory and photographic equipment have been prepared for the new Ford Laboratory because of the enlargement of its activities and it is now in full operation. Every mechanical device that can be used to promote the production of the Library and "Ford Educational Weekly" has been installed and the laboratory itself stands as a finished example of scientific and economical motion picture production on a large scale.

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Progress is being made by London teachers in the matter of salary increase. We learn from an International News Service dispatch that "after a long and desperate struggle the London school teachers have won their fight for higher wages, although the vast majority of the teachers throughout the British Isles are still drawing pre-war pay. The new scale for London elementary school teachers is 200 pounds (\$800) for men just entering the profession, rising to 425 pounds annually. Women teachers will start at 187 pounds 10 shillings, rising to 340 pounds annually, with women principals drawing 380 pounds.

"As in America, the pay of teachers is so small that few persons are entering the profession of sacrifice and service. The school teachers, most of whom are men, will not average for the primary grades more than 240 pounds annually. The women teachers have been fighting a losing battle for equal pay."

That The Macmillan Company believes in rewarding faithful result-getting service is shown by recent promotions among leading officials of the company. A. H. Nelson, for eight years General Manager of the Educational Department, became Vice-President and General Manager of the company on July 1st. During his eight years as the head of the Educational Department, Mr. Nelson made a host of friends in the school world. Chas. H. Seaver, since 1915

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Say you saw it in the Sierra Educational News

Manager of the New York Branch of the Educational Department, succeeds Mr. Nelson as General Manager of the department. E. B. Callahan, for several years head of the Elementary Educational Editorial Department, left in May for a year's tour of the Orient in the interest of the Company. He will make a study of textbook conditions throughout the Far East with the possibility of establishing a Macmillan branch in China. P. A. Knowlton, one time instructor in the Chico High School and later in the classical department at Stanford University, was promoted from the Advertising Department of the company to the position made vacant by Mr. Callahan. Miss Portia Patten, formerly assistant in the Secondary Educational Editorial Department, succeeds Mr. Knowlton as head of the Educational Advertising Department.

Thrift in the Garvanza School in Los Angeles is making considerable progress. In this school oratorical contests have been inaugurated in the 6th, 7th and 8th grades on the subject of Thrift, the Parent Teacher Association awarding eight thrift stamps to the winner in each of these grades. This is to be followed by an inter-room contest. There is also a thrift stamp thermometer to register the daily rise in thrift stamp investments by the pupils. This thermometer is placed on the bulletin board in plain view of all, and these thermometers are now being placed in the various rooms of the school. The room investing the most for the day is posted as the winner for that date.

Clark University at Worcester, Massachusetts, has as its new President, Dr. Wallace W. Atwood. Dr. Atwood was for years connected with the University of Chicago, and later with Harvard University. He has achieved national standing as a geologist, and has served the Government in this capacity. He is well qualified to assume the headship of the Institution which, since its foundation, has served as a graduate school. Dr. Atwood succeeds Dr. G. Stanley Hall, who retires from the Presidency this year. It is reported that there is to be established at Clark, a training school for teachers of Geography. Dr. Atwood is joint author of the Fry-Atwood series of Geographies, published by Glinn & Company.

A Course of Study in Geography and Elementary Science has recently been issued by the San Francisco School Department and is intended to cover work for the day elementary schools. This is a very suggestive course, and follows the trend of the day to make school Geography more effective. It is noticeable that the subject is carried through the entire eight grades of the elementary school. The general introduction to Geography, occupying several pages, is a most helpful presentation. Attention is given to California in the fourth and fifth years. In the second half of the eighth grade there is introduced the study of the commercial and industrial Geography of the world. The "Problem Method" is used through-



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The National Intelligence Tests Are Ready!

THE first forms are now in print and can be sent at once for use when schools open in September. There is a large demand for these tests, while the amount of paper available on which to print them is small. We therefore advise that orders be placed the same day this announcement is read.

These tests were prepared by M. E. Haggerty, L. M. Terman, E. L. Thorndike, G. M. Whipple and R. M. Yerkes (Chairman), under the auspices of the National Research Council. The General Education Board appropriated \$25,000 which was used in experimenting with the tests until they were perfected.

THE NATIONAL INTELLIGENCE TESTS have been developed and improved directly from the Army and other successful tests in order to meet school needs. They are simple in application, thoroughly standardized, reliable, and immediately useful for classifying children in Grades 3 to 8 with respect to intellectual ability.

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The final forms have been selected from a large group of tests after a try-out and careful analysis by a statistical staff.

The two scales prepared consist of five tests each (with practice exercises), and either may be administered in a half hour. Scoring is unusually simple.

Either scale may be used separately to advantage. The reliability of results is increased, however, by re-examination with the other scale after an interval of at least a day.

Scale A consists of an arithmetical reasoning, a sentence completion, a logical selection, a synonym-antonym, and a symbol-digit test. **Scale B** includes a completion, an information, a vocabulary, an analogies, and a comparison test.

The authors' royalty is paid to the National Research Council who will use the funds to further improve the tests and provide a service for the user. News of these changes and improvements will be mailed customers from time to time.

PRICES OF NATIONAL INTELLIGENCE TESTS

Scale A: Form 1. 12 pages. Price per package of 25 Examination Booklets and 2 Scoring Keys, \$1.60 net.

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OTIS GROUP INTELLIGENCE SCALE. Primary Examination, Form A or B (25 pupils) \$1.50; Advanced Examination, Form A or B (25 pupils) \$1.50; Manual 40c; Key 25c; Specimen set 75c.

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TERMAN GROUP TEST OF MENTAL ABILITY. Forms A or B with Manual and Key (25 pupils) \$1.60; Specimen set 15c.

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(Prices are net, no discounts to dealers or boards of education, transportation collect. Specimen sets are sent postpaid.)

Further information may be obtained from the publishers or from Miss Vira Georgeson, 2525 Durant Avenue, Berkeley, Calif.

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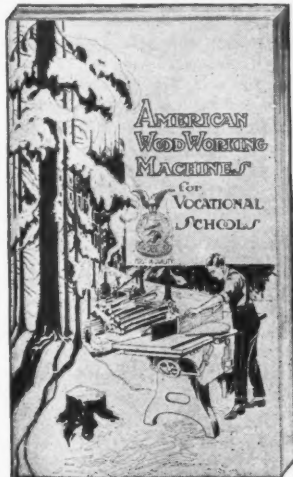
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out. There are many excellent reference lists, giving titles of books adapted to the various grades. "Type Lessons" are also a suggestive feature of the course. This course of study has been prepared under the direction of a number of committees, made up of teachers in the elementary school, and of principals and administrative officers. It is a bulletin of 133 pages, well printed and attractive in form.

The resignation of Miss Mamie V. Lehner, County Superintendent of Schools of Santa Barbara County, is noted. Miss Lehner has for a number of years been the popular Superintendent of Santa Barbara County and in retiring she will be remembered by hosts of friends throughout the State. She is succeeded by Arthur S. Pope, Principal of the Santa Maria High School. The best wishes of the fraternity are extended to Miss Lehner and to Mr. Pope, whose experience and training are a guarantee of success in his new field.

One of the most helpful books for vocational teachers brought out in 1920 is "American Woodworking Machines for Vocational Schools." Part I is devoted to a description of American Woodworking Machines for Vocational Schools. Each machine is described in detail. The capacity is given together with, in all cases, the technical features. The style of each machine, the floor space occupied, the horse power,



the weight of machine with weight boxed for shipment, the cubic feet of space occupied, are all given in brief, terse statement or table. Ten pages are devoted to motor drives and controls for wood working machinery.

Part II of the book has to do with the operation of some of the machines with the view of

helping the student to a better understanding of the correct position to take at the various machines he will be called upon to operate. Sufficient examples are offered to enable the student to arrive at a fair understanding of what is the correct position to take at some of the principal machines he will be called upon to use. As the lathe, the universal saw, the jointer and the sander and their operation form the chief source of experimental training in the woodworking department of the manual training school, the illustrations are confined to the use of these machines. For instance, ten illustrations show clearly the correct, safe position in operating the lathe with the rough-

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ing cut, the sizing cut, the paring cut, cutting the ends, rounding, polishing, the scraping cut, modeling a rosette and the use of the dividers.

Part III is of primary interest to the teacher or director of vocational work, especially to those on whom fall the responsibility for specifying equipment for their schools. Complete technical, easily-understood specifications are given for practically all types of woodworking machines used in shop work.

A copy of the book should be in the hands of every vocational teacher. Copies will be sent without charge on request to the American Woodworking Machinery Company, 591 Lyell Avenue, Rochester, New York.

At the University of Southern California there is this year opening up for the first time a College of Commerce and Business Administration. There is great need for such a college, and it is certainly well placed in this field. Students representing nearly every Western State have already registered for work in the College of Commerce and Business Administration.

The Teachers' League of Los Angeles City and County has recently been formed. This league is what was originally the Central Salary Committee of Los Angeles City and County. Under the new name this organization has carried on a summer campaign in the interests of school legislation, with Miss Wilhelmina Van de Goorberg as Field Secretary; Frank X. Goulet as Chairman; Florence E. Martin, Secretary, and V. Kersey, Treasurer. Miss Van de Goorberg has been interviewing all candidates for the Legislature and the Supervisorships. There has been newspaper publicity in the rural publications throughout the South. Attention has been focused upon the initiative measure for the constitutional amendment, school finance, the retirement salary law, and teacher tenure.

Fifteen proposed initiative measures were submitted to the people of California for signature, eleven of which have qualified and will be submitted to the people on the November ballot, it was announced at the Secretary of State's office on August 3rd. They are:

1. Anti-alien land law, designed to curb encroachments of Orientals in agricultural districts.
2. Highway bond act, submitted to provide for the sale of highway bonds by permitting an increase in interest on securities.
3. State University tax measure, levying ad valorem tax for State University.
4. Fixing salaries of supreme justices at \$10,000 per year and providing that salaries of each justice of the District Court of Appeals shall be \$9000 a year.
5. Vivisection Initiative act, declaring it unlawful to dissect (vivisection or torture human beings or animals for purpose of experimental pathological or experimental physiological investigation.
6. Initiative measure to finance the schools of the state and to so adjust the support as to equalize educational opportunities.
7. Single tax act, exempts from taxation per-



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sonal property, planted trees, vines and crops.

8. An act providing for revision of initiative in regard to number of signatures required for petitions relating to assessment or collection of taxes.

9. Chiropractic act, intended to create board of chiropractic examiners appointed by the Governor and prohibiting practice of chiropractic without license therefrom, regulates issuance of such licenses, etc.

10. Vaccination act, providing that vaccination shall not be made condition for entrance to schools or colleges of state.

11. Insurance act, providing for the establishment of insurance rating bureaus.

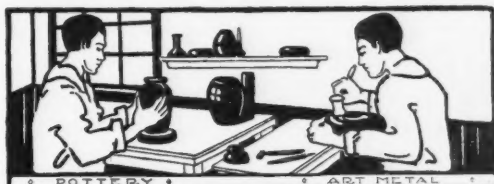
Measures which will not be on the ballot, owing to the inability of petitioners to obtain the necessary signatures, are:

Land settlement act; act regulating fees of employment agencies; state market act, and anti-syndicalism act.

The 1920 issue of the "Arts and Crafts Magazine," published annually by the Students' Club of the California School of Arts and Crafts, is a distinct credit to the students and to the school. The drawings and cartoons are exceptionally clever. Editorials, articles, jingles, joshes and "happy happenings" are pithy, pointed, and, best of all, readable. The initial poem, "To the Graduates," by Dorothy MacPherson Wharff, will be an inspiration to students and graduates. A feature of the annual is "The Meddler," by Veta Hurst Griggs, a graduate of the Class of 1911, and one of the contributors to Collier's. The brief alumni notes of all graduates of the school will prove of unusual interest to any one who has ever been connected with the school. Both as a record of the year's work and as an index of the progress of students in art work, the magazine sets the "high water mark" for a students' art annual publication.

Imperial County loses, for the time being, from his official capacity, A. P. Shibley, one of the best known and efficient County Superintendents in California or any state. He goes to the District Superintendency of the El Centro Schools. The board of that district, recognizing ability, have engaged Mr. Shibley for two years at a salary of \$4000 a year, which is a considerable advance over his salary as County Superintendent. He has served in the county office nearly six years, and has seen great developments in the County of Imperial, and has achieved a considerable reputation in the field of rural education.

The California High School Teachers' Association held its annual meeting at the University of California, Berkeley and Los Angeles. The dates of the meetings were as follows: Los Angeles, June 28th; Berkeley, June 29th and 30th and July 1st. The program was in charge of the President, Mr. F. H. Boren. The Proceedings have been published as the August issue of the Sierra Educational News. Copies may be had at 50c each, by addressing



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—Extract from "Vocational Education" by John C. Beswick, State Supervisor of Industrial Education.

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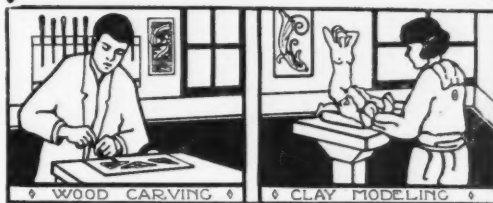


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If you have not already done so, be sure to read "Vocational Education," Bulletin No. 23-C, issued by the State Board of Education.



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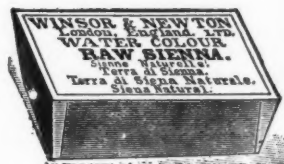


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the office of the California Teachers' Association for the present year is 50c, and carries membership fee in the High School Association, 452 Flood Building, San Francisco. The copy of the Proceedings.

This is the first year that the session of the Association has been held in the South. It was a decided success. No doubt meetings will be continued in connection with the summer session of the Southern Branch of the University.

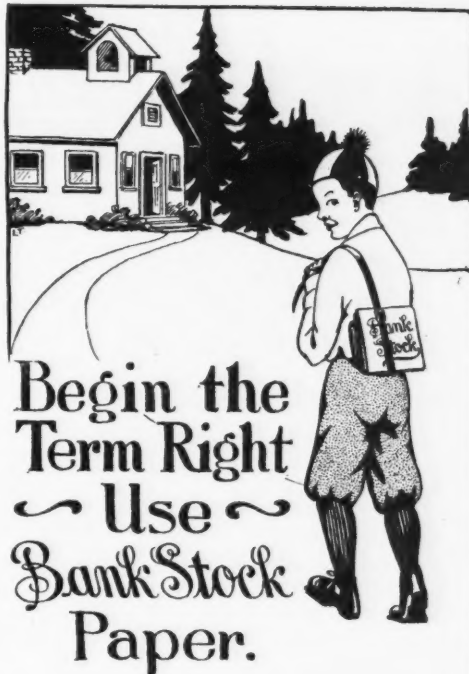
The Association elected as President for the coming year, Principal George C. Thompson of the Alameda High School. As Directors there were chosen: C. E. Keyes, Principal Oakland High School, representing the Bay Section; G. A. Bond, Principal Santa Cruz High School, Central Coast Section; H. Rode, Principal Clovis High School, Central Section; Wm. M. Hyman, Principal Woodland High School, Northern Section; Miss Elizabeth Wood, Hollywood High School, Southern Section.

There were certain minor amendments to the By-Laws. The dues in the Association were increased to \$1 per year. The Proceedings furnish one of the most valuable outputs in the treatment of High School problems.

Every Superintendent and every supervisor and teacher of manual training should have on his desk for ready reference a copy of the 1920 Catalog of Carpenters' and Mechanics' Tools (Catalog No. 34), issued by the Stanley Rule & Level Company, New Britain, Connecticut. Its 128 pages are "chock" full of real information for student, teacher, mechanic. Hundreds of illustrations show in detail the many tools manufactured by the company. In all cases a comprehensive description and complete specifications, prices, etc., of the tools are given. Fifteen pages are given to rules while 23 pages are devoted to plans, all of which shows the completeness of the catalog. Many tables of weights and measures are given that will be found of great value for quick reference work.


The San Diego Board of Education has recently put out a bulletin in which are set forth the By-Laws of the City Board of Education. This is a most serviceable pamphlet and is suggestive of what might well be done by the School Boards of other cities. The people in general should be familiar with the rules under which a board of education functions. This publication gives in detail general rules relating to the Superintendent, duties of Principals and teachers, matters pertaining to the election, tenure and removal of teachers, the purchase of supplies, duties, responsibilities and rights of pupils, and so forth.

In the passing of Superintendent W. H. Maxwell, the educational world loses one of its best known and most prominent educators. He has been an outstanding figure, and as Superintendent of the largest school system in the Nation, has, through his aggressive action and far-sighted vision, blazed the way for many of the most progressive educational movements of the day. Since his retirement a few months ago from active administrative duties, he had been



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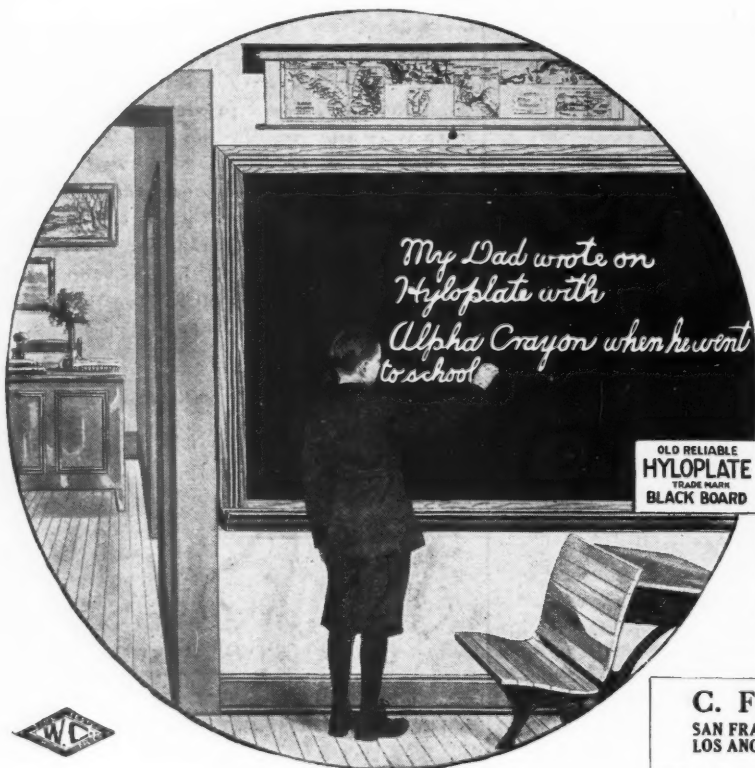
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anything but strong in health. He served in the schools of New York as Superintendent from the year 1887, and recently has been Superintendent Emeritus. We have personal knowledge of his marvelous organizing and executive ability, having served with him as an officer in the National Education Association while he was President of that body. He was fearless and without bias, and did not permit politics or personal ambition to cloud educational issues. He was "a reformer without radicalism, a diplomat without duplicity, a fighter without malice."

The 1920 edition of the "Educational Red Book," published by C. F. Williams & Son, is a real buyers' guide for School Superintendents, Secretaries and Members of Boards of Education. The 240 pages of the book contain a complete classified list of every possible want of any school anywhere, ranging all the way from "Academic Costumes" and "Adding Machines" to "Zoology Charts." Preceding the classified list is a 38-page alphabetical index. No school official can afford to be without this book. Its cost (only one dollar) will be saved many times over through the complete information given. The book is published by C. F. Williams & Son, 36 Beaver street, Albany, N. Y.

The Teachers' Institutes in the mountain counties are usually highly interesting and productive of thoroughly satisfactory results. The one held in Tuolumne County toward the close of the last spring term was participated in by Dr. T. F. Sanford of Berkeley, Miss Frances Wright of Los Angeles, Prof. John Iloff, Stockton High School; Prof. M. L. Doner, former Principal High School, Mesa, Arizona; Prof. V. A. Dunlavy, Sonora Union High School; Prof. Thos. J. Terry, Principal Summerville Union High School, and Miss Alice Hawkins, Sonora High School. The Committee on Resolutions recommended \$1500 as the minimum yearly salary for teachers, and advocated special teachers for drawing and music. Superintendent G. P. Morgan always provides an abundance of talent for his Institutes.

The Onilwon paper towels are an indispensable adjunct for the modern school. These towels are absolutely sanitary as they are served automatically from a dust-proof cabinet. The cost is reasonable. Free samples and Folder T-1 will be sent by writing to the A. P. W. Paper Company, Department M, Albany, N. Y.

The San Mateo County teachers, at a special meeting held some weeks since, adopted the following resolution:

"Whereas, The state laws of California require the County Superintendent of Schools to supervise the work of Principals as well as teachers in his county; be it

"Resolved, That we favor the passing of a state law declaring that the remuneration of County Superintendents shall not be less than that received by any principal within his jurisdiction; and be it further

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"Resolved, That copies of this resolution be sent to our Assemblyman and Senator at our next legislature, to the Superintendent of Public Instruction, to the California Council of Education, and to county organizations similar to our own in California."

School consolidation is going forward in California, not merely as pertaining to High Schools, but Elementary Schools as well. In Napa County the necessary legal procedures were recently covered, and fifteen elementary school districts contiguous to the Napa High School district were annexed.

"Home Care of Milk"

This is the Seventeenth of a series of Outlines
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"PRODUCTION and DISTRIBUTION of MILK"

Previous outlines have emphasized and re-emphasized cleanliness and low temperature of milk as the two conditions essential to its safety. These two conditions are of no more importance to the dairy than to the home.

Pure milk may be rendered unfit for human consumption and a source of greatest danger to babies if unduly exposed to house dust or room temperature.

Milk should be kept in the original bottle and in a cold place until ready for use.

The top of the milk bottle should be wiped before the cap is removed.

The cap should be replaced on the bottle as a means of protection until the entire contents has been removed,—or an inverted tumbler may be used as a cover.

Milk after being exposed on a table, etc., should not be returned to the original bottle.

Empty milk bottles should be thoroughly washed with soap and water and put in a place where they will be safe from damage and accessible to driver. The cost of milk is increased by the waste of broken bottles and the loss of time in collections. Bottles are the private property of the dairyman and if lost or broken are eventually charged to users of milk in increased price.

These Outlines are prepared for *School Room Use*—Especially in *City Schools*. They are *not* intended for Agricultural Instruction. Their Purpose is to Acquaint Consumers of Milk with Essential Facts Showing the Relation Between Milk and Health

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The October issue of the "News" will contain an Outline on "Milk Standards—The Health of Every Home Requires that These Standards Should be Observed by All Producers and Distributors of Milk."

The Colgate educational material to encourage the formation of "Good Health Clubs" is well worth while. Class-room helps for the teacher in her work of teaching "Good Teeth—Good Health" will be sent free to any teacher sending the coupon on page 446 of this issue. In the October issue of the "News" an interesting photographic contest will be announced.

Frank A. Fitzpatrick, who for many years has been connected with the American Book Company, as Manager of the New England office at Boston, is on the Coast, and is making San Francisco his headquarters. Mr. Fitzpatrick is well known in this section. Before going into the publishing business with the American Book Company he was a most successful Superintendent of Schools, and under his direction the schools of Omaha achieved a nation-wide reputation.

The Journal of Geography has undergone a change of ownership. It is now the property of the National Council of Geography Teachers, and published by A. J. Nystrom & Company, under the editorship of George J. Miller, State Normal School, Mankato, Minnesota. The Associate Editors are R. E. Brown, Providence, Rhode Island; James F. Chamberlain, Los Angeles, California; A. E. Parkins, Nashville, Tennessee, and R. H. Whitbeck, Madison, Wisconsin. The Journal of Geography is one of the most helpful publications to reach our desk.

Mr. A. C. Barker, who has been Superintendent of Schools at Vallejo, is now Superintendent of Schools at Palo Alto. Succeeding him at Vallejo is Mr. Elmer L. Cave, who for a number of years past has been Superintendent of Schools at Bellingham, Washington. Mr. Cave will be remembered by many close personal friends in California, as he was once Superintendent of the Alameda City Schools. He is gladly welcomed back to this state.

The Walnut Grove Creamery Co. of Oakland is rendering a real service to the schools by the publication in the "News" of a series of page outlines on the "Production and Distribution of Milk." The outline on "Home Care of Milk," published in this issue, can be made the basis for a worth-while lesson in any school-room.

At the annual meeting of the National Congress of Mothers' and Parent Teacher Associations, held recently at Madison, Wisconsin, officers were elected as follows: President, Mrs. Milton P. Higgins, Worcester, Massachusetts; Corresponding Secretary, Mrs. George B. Chandler, Rocky Hill, Connecticut; Recording Secretary, Mrs. Joseph Garibaldi, Charlotte, N. C.; Treasurer, Mrs. Hubert N. Rowell, Berkeley, California; Auditor, Mrs. Charles H. Remington, East Providence, Rhode Island; Historian, Mrs. Giles Scott Rafter, Washington, D. C. Reports showed an increase in membership for the year, April, 1919, to April, 1920, of more than 90,000. The total membership today is over 218,000. The goal for the coming year is 1,000,000 members.

Registration Bureau California Teachers' Association

A Registration Bureau for teachers, organized and conducted by the teachers themselves, is a recent development in education. California has led the way in teacher organization. Now, the inauguration of the plan, long proposed, of a Teachers' Registration Bureau, as an activity of the State Association, is a movement of great significance. The purpose is to bring together the available candidate and the School Board desiring the services of the teacher. Professional advance and the best interests of the schools and children are of prime importance. Hence, in its work of registering and recommending teachers, the Bureau always has in mind the adaptability of the teacher to the position.

This Bureau belongs to the teachers of the state. It is their organization. They should take advantage of its benefits. Teachers who are entering the profession for the first time, or who are seeking positions offering increase in salary, or more satisfactory adjustment, should at once join the Bureau.

Write, phone, or seek personal conference with Teachers' Registration Bureau, California Teachers' Association, C. M. Rogers, Manager, Rooms 7 and 8, Wright Building, 2161 Shattuck Avenue, Berkeley. Phone, Berkeley 1689. Or address: California Teachers' Association, Flood Building, San Francisco.

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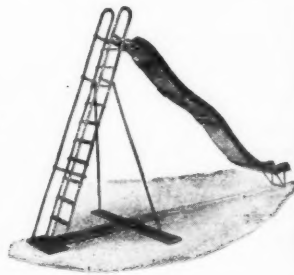


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